

*Professor Chapin.*

# WELLESLEY COLLEGE BULLETIN

## CALENDAR

1911-1912

WELLESLEY, MASSACHUSETTS

JANUARY, 1912

PUBLISHED BY THE COLLEGE IN NOVEMBER, JANUARY, MARCH, MAY, JULY

Application made for entry as second-class matter at the post office, Wellesley, Massachusetts, under Act of Congress of July 16, 1894.

SERIES 1

NUMBER 1



# WELLESLEY COLLEGE

## CALENDAR



1911-1912

PRESS OF FRANK WOOD, BOSTON

## CORRESPONDENCE

---

All inquiries regarding admission (including admission to graduate courses) should be addressed to the Dean of the College.

Applications for general information should be addressed to Miss MARY CASWELL. As Secretary of the Teachers' Registry, Miss CASWELL is also prepared to furnish full and confidential information in regard to the qualifications, character, and experience of teachers educated at Wellesley. Former students of the College who wish situations as teachers have the aid of the Teachers' Registry.

Applications for pecuniary assistance (see p. 149) should be made by letter addressed to the Secretary of the Students' Aid Society, Wellesley, Mass.

## TABLE OF CONTENTS

---

CORRESPONDENCE . . . . .	2	Italian . . . . .	111
CALENDAR . . . . .	5	Latin . . . . .	113
BOARD OF TRUSTEES . . . . .	6	Applied Mathematics . . . . .	116
Standing Committees . . . . .	7	Pure Mathematics . . . . .	117
OFFICERS OF INSTRUCTION AND GOVERNMENT . . . . .	9	Music . . . . .	120
Standing Committees . . . . .	20	Comparative Philology . . . . .	125
FOUNDATION AND PURPOSE . . . . .	21	Philosophy and Psychology . . . . .	126
ADMISSION . . . . .	23	Physics . . . . .	131
Definition of Requirements . . . . .	26	Spanish . . . . .	133
By Examination . . . . .	47	Zoology . . . . .	134
By Certificate . . . . .	49	EXAMINATIONS (College) . . . . .	137
To Advanced Standing . . . . .	51	DEGREES:—	
Of Candidates for M.A. Degree . . . . .	52	Requirements for B.A. Degree . . . . .	137
Of Students not Candidates for a Degree . . . . .	53	Requirements for M.A. Degree . . . . .	139
COURSES OF INSTRUCTION:—		EXPENSES . . . . .	140
Archæology, Classical . . . . .	54	RESIDENCE . . . . .	142
Art . . . . .	55	HEALTH . . . . .	143
Astronomy . . . . .	58	FELLOWSHIPS AND SCHOLARSHIPS . . . . .	143
Biblical History . . . . .	60	For Graduates . . . . .	143
Botany . . . . .	63	For Undergraduates . . . . .	145
Chemistry . . . . .	66	LIBRARIES . . . . .	149
Economics . . . . .	68	GYMNASIUM . . . . .	150
Education . . . . .	72	ART BUILDING AND COLLECTIONS . . . . .	151
Elocution . . . . .	74	MUSIC EQUIPMENT . . . . .	151
English Literature . . . . .	75	LABORATORIES AND SCIENTIFIC COLLECTIONS . . . . .	152
English Composition . . . . .	81	NEEDS OF COLLEGE . . . . .	156
English Language . . . . .	83	FORMS OF BEQUEST . . . . .	157
French . . . . .	84	DEGREES CONFERRED IN 1911 . . . . .	158
Geology and Geography . . . . .	89	HONOR SCHOLARSHIPS . . . . .	162
German . . . . .	92	SUMMARY OF STUDENTS . . . . .	163
Greek . . . . .	98	OFFICERS OF ALUMNÆ ASSOCIATION . . . . .	164
History . . . . .	100	INDEX . . . . .	165
Hygiene and Physical Education . . . . .	106		



## CALENDAR

The academic year consists of thirty-four weeks, exclusive of vacations and of the week devoted to entrance examinations. Commencement Day falls on the Tuesday nearest the eighteenth of June. The academic year begins on the fourteenth Tuesday after Commencement.

### 1911.

Examinations . . . . .	September 19-22.
College dormitories open . . . . .	9 A. M. Friday, September 22.
Registration closes . . . . .	1 P. M. Saturday, September 23.
Academic year begins . . . . .	Tuesday, September 26.
Recess from 12.30 P. M. Wednesday, November 29, until 12.30 P. M. Friday, December 1.	
Recess from 12.30 P. M. Thursday, December 14, 1911, until 1 P. M. Wednesday, January 3, 1912.	

### 1912.

Registration closes for all students at 1 P. M. Wednesday, January 3.	
Second Semester begins . . . . .	Monday, February 12.
Recess from 12.30 P. M. Friday, March 29, until 1 P. M. Tuesday, April 9.	
Registration closes for all students at 1 P. M. Tuesday, April 9.	
COMMENCEMENT . . . . .	Tuesday, June 18.
ALUMNÆ DAY . . . . .	Wednesday, June 19.
Examinations . . . . .	September 17-20.
College dormitories open . . . . .	9 A. M. Friday, September 20.
Registration closes . . . . .	1 P. M. Saturday, September 21.
Academic year begins . . . . .	Tuesday, September 24.
Recess from 12.30 P. M. Wednesday, November 27, until 12.30 P. M. Friday, November 29.	
Recess from 12.30 P. M. Thursday, December 19, 1912, until 1 P. M. Wednesday, January 8, 1913.	

### 1913.

Registration closes for all students at 1 P. M. Wednesday, January 8.	
Second Semester begins . . . . .	Monday, February 10.
Recess from 12.30 P. M. Friday, March 28, until 1 P. M. Tuesday, April 8.	
Registration closes for all students at 1 P. M. Tuesday, April 8.	
COMMENCEMENT . . . . .	Tuesday, June 17.
ALUMNÆ DAY . . . . .	Wednesday, June 18.

## BOARD OF TRUSTEES

---

SAMUEL BILLINGS CAPEN, M.A., LL.D.	. . . . .	<i>Jamaica Plain.</i>
PRESIDENT OF THE BOARD.		
WILLIAM LAWRENCE, D.D., LL.D.	. . . . .	<i>Bishop of Massachusetts.</i>
VICE PRESIDENT.		
ALEXANDER MCKENZIE, D.D.	. . . . .	<i>Cambridge.</i>
PRESIDENT EMERITUS.		
MRS. HENRY FOWLE DURANT	. . . . .	<i>Wellesley.</i>
SECRETARY.		
ALPHEUS HOLMES HARDY, B.A.	. . . . .	<i>Boston.</i>
TREASURER.		
WILLIAM FAIRFIELD WARREN, S.T.D., LL.D.	. . . . .	<i>Brookline.</i>
LILIAN HORSFORD FARLOW	. . . . .	<i>Cambridge.</i>
EDWIN HALE ABBOT, LL.B.	. . . . .	<i>Cambridge.</i>
LOUISE MCCOY NORTH, M.A.	. . . . .	<i>New York, N. Y.</i>
ADALINE EMERSON THOMPSON, B.A.	. . . . .	<i>Rockford, Ill.</i>
SARAH ELIZABETH WHITIN	. . . . .	<i>Whitinsville.</i>
ANDREW FISKE, PH.D.	. . . . .	<i>Boston.</i>
WILLIAM HENRY LINCOLN	. . . . .	<i>Brookline.</i>
ROWLAND GIBSON HAZARD, M.A.	. . . . .	<i>Peace Dale, R. I.</i>
JOSEPH LINCOLN COLBY, LL.D.	. . . . .	<i>Newton Centre.</i>
CORNELIA WARREN	. . . . .	<i>Waltham.</i>
HERBERT JOHNSON WELLS	. . . . .	<i>Kingston, R. I.</i>
GEORGE EDWIN HORR, D.D.	. . . . .	<i>Newton Centre.</i>
GEORGE HOWE DAVENPORT	. . . . .	<i>Boston.</i>
WILLIAM EDWARDS HUNTINGTON, S.T.D., LL.D.	, . . . . .	<i>Newton Centre.</i>
HELEN JOSEPHINE SANBORN, B.A.	. . . . .	<i>Boston.</i>
ANNA R. BROWN LINDSAY, PH.D.	. . . . .	<i>Englewood, N. J.</i>
WILLIAM BLODGET, B.A.	. . . . .	<i>Chestnut Hill.</i>
WILLIAM VAIL KELLEN, PH.D., LL.D.	. . . . .	<i>Cohasset.</i>
HELEN BARRETT MONTGOMERY, B.A.	. . . . .	<i>Rochester, N. Y.</i>
CAROLINE HAZARD, M.A., LITT.D., LL.D.	. . . . .	<i>Peace Dale, R. I.</i>
ELLEN FITZ PENDLETON, M.A., LITT.D. ( <i>ex officio</i> ),		
		<i>Wellesley College.</i>

**EXECUTIVE COMMITTEE**

---

SAMUEL B. CAPEN, M.A., LL.D., *Chairman.*

MRS. HENRY F. DURANT, *Secretary.*

WILLIAM H. LINCOLN.

ANDREW FISKE, PH.D.

GEORGE HOWE DAVENPORT.

LILIAN HORSFORD FARLOW.

WILLIAM V. KELLEN, PH.D., LL.D.

ALPHEUS H. HARDY, B.A. (*ex officio*).

ELLEN F. PENDLETON, M.A., LITT.D. (*ex officio*).

---

**FINANCE COMMITTEE**

WILLIAM BLODGET, B.A.

WILLIAM H. LINCOLN.

ANDREW FISKE, PH.D.

SAMUEL B. CAPEN, M.A., LL.D.

ALPHEUS H. HARDY, B.A. (*ex officio*).



**OFFICERS OF INSTRUCTION AND  
GOVERNMENT<sup>1</sup>**

---

ELLEN FITZ PENDLETON, M.A., LITT.D.,  
PRESIDENT.

\*SUSAN MARIA HALLOWELL, M.A.,  
Professor of Botany, Emeritus.

SARAH FRANCES WHITING, Sc.D.,  
Professor of Physics and Director of Whitin Observatory.

MARY ALICE WILLCOX, PH.D.,  
Professor of Zoology, Emeritus.

<sup>2</sup>KATHARINE COMAN, PH.B.,  
Professor of Political Economy and of Political and Social  
Science.

ANGIE CLARA CHAPIN, M.A.,  
Professor of Greek Language and Literature.  
ACTING DEAN.

ELLEN HAYES, B.A.,  
Professor of Astronomy and Applied Mathematics.

KATHARINE LEE BATES, M.A.,  
Professor of English Literature.

CHARLOTTE FITCH ROBERTS, PH.D.,  
Professor of Chemistry.

ALICE VAN VECHTEN BROWN,  
Clara Bertram Kimball Professor of Art.

MARY WHITON CALKINS, M.A., LITT.D., LL.D.,  
Professor of Philosophy and Psychology.

ELLEN LOUISA BURRELL, B.A.,  
Professor of Pure Mathematics.

HAMILTON CRAWFORD MACDOUGALL, MUS.D.,  
Professor of Music.

<sup>1</sup> The officers of instruction are arranged in three groups; the first group includes professors and associate professors, the second instructors, and the third other officers.

<sup>2</sup> Absent on leave.

\* Died December 15, 1911.

ELIZABETH KIMBALL KENDALL, M.A., LL.B.,  
Professor of History.

ADELINE BELLE HAWES, M.A.,  
Professor of Latin Language and Literature.

MARGARETHE MÜLLER,  
Professor of German Language and Literature.

SOPHIE CHANTAL HART, M.A.,  
Professor of Rhetoric and Composition.

MARGARET CLAY FERGUSON, PH.D.,  
Professor of Botany.

HENRIETTE LOUISE THÉRÈSE COLIN, PH.D., OFF. I. P.,  
Professor of French Language and Literature.

ELIZA HALL KENDRICK, PH.D.,  
Helen Day Gould Professor of Biblical History.

<sup>4</sup> ANNA JANE McKEAG, PH.D.,  
Professor of the History and Principles of Education.

ELIZABETH FLORETTE FISHER, B.S.,  
Professor of Geology and Geography.

AMY MORRIS HOMANS, M.A.,  
Director of the Department of Hygiene and Physical Education.

MARGARET HASTINGS JACKSON,  
Professor of Italian and Curator of the Frances Pearson Plimpton Library of Italian Literature.

MALVINA BENNETT, B.S., M.A.,  
Professor of Elocution.

EVA CHANDLER, B.A.,  
Associate Professor of Mathematics.

MARY SOPHIA CASE, B.A.,  
Professor of Philosophy.

VIDA DUTTON SCUDDER, M.A.,  
Professor of English Literature.

ANNIE SYBIL MONTAGUE, M.A.,  
Associate Professor of Greek.

KATHARINE MAY EDWARDS, PH.D.,  
Associate Professor of Greek and Comparative Philology.

<sup>4</sup> Resigned, to take effect at the beginning of the second semester.

CHARLOTTE ALMIRA BRAGG, B.S.,  
Associate Professor of Chemistry.

MARGARET POLLOCK SHERWOOD, PH.D.,  
Associate Professor of English Literature.

ADELAIDE IMOGENE LOCKE, B.A., S.T.B.,  
Associate Professor of Biblical History.

HELEN ABBOT MERRILL, PH.D.,  
Associate Professor of Mathematics.

MARIAN ELIZABETH HUBBARD, B.S.,  
Associate Professor of Zoology.

ALICE WALTON, PH.D.,  
Associate Professor of Latin and Archaeology.

ELEANOR ACHESON McCULLOCH GAMBLE, PH.D.,  
Professor of Psychology and Director of the Psychological  
Laboratory.

ALICE VINTON WAITE, M.A.,  
Professor of English Language and Composition.

EMILY GREENE BALCH, B.A.,  
Associate Professor of Economics and Sociology.

CLARENCE GRANT HAMILTON, M.A.,  
Associate Professor of Music.

LAURA EMMA LOCKWOOD, PH.D.,  
Associate Professor of English Language.

MARTHA HALE SHACKFORD, PH.D.,  
Associate Professor of English Literature.

CAROLINE REBECCA FLETCHIER, M.A.,  
Associate Professor of Latin.

JULIA SWIFT ORVIS, PH.D.,  
Associate Professor of History

NATALIE WIPPLINGER, PH.D.,  
Associate Professor of German.

KARL MCKAY WIEGAND, PH.D.,  
Associate Professor of Botany.

GRACE EVANGELINE DAVIS, M.A.,  
Associate Professor of Physics.

ROXANA HAYWARD VIVIAN, PH.D.,  
Associate Professor of Mathematics.

<sup>3</sup> CHARLES LOWELL YOUNG, B.A.,  
Associate Professor of English Literature.

EDNA VIRGINIA MOFFETT, PH.D.,  
Associate Professor of History.

CAROLINE BURLING THOMPSON, PH.D.,  
Associate Professor of Zoology.

ALICE ROBERTSON, PH.D.,  
Associate Professor of Zoology.

LINCOLN WARE RIDDLE, PH.D.,  
Associate Professor of Botany.

<sup>5</sup> VALENTINE JULIE PUTHOD,  
Associate Professor of French.

EDITH ROSE ABBOT,  
Associate Professor of Art.

LOUISE SHERWOOD McDOWELL, PH.D.,  
Associate Professor of Physics.

MARTHA PIKE CONANT, PH.D.,  
Associate Professor of English Literature.

EMMA MARIE SCHOLL, PH.D.,  
Associate Professor of German.

AGNES FRANCES PERKINS, M.A.,  
Associate Professor of Rhetoric and Composition.

MABEL ELISABETH HODDER, PH.D.,  
Associate Professor of History.

LAETITIA MORRIS SNOW, PH.D.,  
Associate Professor of Botany.

JOSEPHINE MAY BURNHAM, PH.D.,  
Instructor in Rhetoric and Composition.

<sup>6</sup> EDITH WINTHROP MENDALL TAYLOR, B.A.,  
Instructor in Rhetoric and Composition.

MARY CAMPBELL BLISS, M.A.,  
Instructor in Botany.

<sup>3</sup> Absent on leave.

<sup>5</sup> Absent for the first semester.

<sup>6</sup> Resigned, to take effect December 14th.

FLORENCE EMILY HASTINGS, M.A.,  
Instructor in German.

<sup>3</sup> CLARE MACLLELEN HOWARD, M.A.,  
Instructor in Rhetoric and Composition.

MABEL MINERVA YOUNG, M.A.,  
Instructor in Mathematics.

<sup>3</sup> KATRINE WHEELOCK, B.D.,  
Instructor in Biblical History.

ELIZA JACOBUS NEWKIRK, M.A.,  
Instructor in History of Architecture.

HETTY SHEPARD WHEELER, M.A.,  
Instructor in Musical Theory.

MARIANA COGSWELL, B.A.,  
Instructor in German.

MAUDE CIPPERLY WIEGAND, B.A.,  
Instructor in Botany.

ELIZABETH WHEELER MANWARING, B.A.,  
Instructor in Rhetoric and Composition.

AMY KELLY, M.A.,  
Instructor in English Language and Composition.

MAGDELEINE OTTEN CARRET, LIC ÈS L.,  
Instructor in French.

GUSTI SCHMIDT,  
Instructor in German.

ALICE MARIA OTTLEY, M.A.,  
Instructor in Botany.

CARRIE MAUDE HOLT, M.A.,  
Instructor in Zoology.

JOSEPHINE HARDING BATCHELDER, M.A.,  
Instructor in Rhetoric and Composition.

MARGARET HARRIS COOK, PH.D.,  
Instructor in Zoology.

ELEANOR DENSMORE WOOD, M.A.,  
Instructor in Biblical History.

\* Absent on leave.

<sup>3</sup> ANNA PRICHITT YOUNGMAN, PH.D.,  
Instructor in Economics.

ESTELLA MAY FEARON, B.S.,  
Instructor in Physical Education.

MABEL LOUISE ROBINSON, M.A.,  
Instructor in Zoology.

<sup>3</sup> CLARA ELIZA SMITH, PH.D.,  
Instructor in Mathematics.

HELEN DODD COOK, PH.D.,  
Instructor in Psychology.

CARL OSCAR LOUIS COLLIN, M.D.,  
Instructor in the Theory and Practice of Physical Education.

FREDERICK HAVEN PRATT, M.A., M.D.,  
Instructor in Physiology and Hygiene.

LORETTA FISH CARNEY,  
Instructor in Physical Education.

EDNA LOIS WILLIAMS,  
Instructor in Physical Education.

MARION WHEELER HARTWELL,  
Instructor in Physical Education.

EUPHEMIA RICHARDSON WORTHINGTON, PH.D.,  
Instructor in Mathematics.

LOUISE FARGO BROWN, PH.D.,  
Instructor in History.

HELENE BUIILERT MAGEE, B.A.,  
Instructor in Rhetoric and Composition.

EMILY PAULINE LOCKE, M.A.,  
Instructor in Botany.

ELIZABETH CHURCH, M.A.,  
Instructor in English Literature.

MURIEL STREIBERT, B.A., B.D.,  
Instructor in Biblical History.

HÉLÈNE AMÉLIE FOREST, LIC. ÈS L.,  
Instructor in French.

<sup>3</sup> Absent on leave.

FREDERICK HENRY LAHEE, PH.D.,  
Instructor in Geology.

MABEL KEYES BABCOCK, B.A., M.S.,  
Instructor in Horticulture and Landscape Architecture.

EMILY JOSEPHINE HURD,  
Instructor in Pianoforte.

EDITH ESTELLE TORREY,  
Instructor in Vocal Music.

ALBERT THOMAS FOSTER,  
Instructor in Violin.

ALICE AYERS PHILLIPS,  
Instructor in Pianoforte.

MARGARET LITTLE, B.A.,  
Instructor in German.

HARRIET NOYES RANDALL, M.D.,  
Instructor in Physical Education.

LOUISE GAMBRILL, B.A.,  
Instructor in French.

HELEN HAWLEY NICHOLS, PH.D.,  
Instructor in Biblical History.

MARGARET CALDERWOOD SHIELDS, B.A.,  
Instructor in Physics.

ETHEL VAN ZANDT SULLIVAN, B.A.,  
Instructor in Rhetoric and Composition.

LOUISA STONE STEVENSON, PH.D.,  
Instructor in Chemistry.

ALICE ROBBINS, PH.B.,  
Instructor in French.

HAZEL KYRK, PH.B.,  
Instructor in Economics.

FRANCIS STUART CHAPIN, PH.D.,  
Instructor in Economics.

LAURA HATCH, M.A., M.S.,  
Instructor in Geology.

MARY FLORENCE CURTIS, B.A.,  
Instructor in Mathematics.

ALICE HUNTINGTON BUSHEE, M.A.,  
Instructor in Spanish.

ALFRED DWIGHT SHEFFIELD, M.A.,  
Instructor in Rhetoric and Composition.

<sup>7</sup> PERCY WALDRON LONG, Ph.D.,  
Instructor in Rhetoric and Composition.

<sup>8</sup> DAGNY GUNHILDA SUNNE, Ph.D.,  
Instructor in History and Principles of Education.

MABEL TIDBALL,  
Instructor in Drawing.

FLORENCE CONVERSE, M.A.,  
Assistant in English Literature.

LEAH BROWN ALLEN, B.A.,  
Assistant in Astronomy.

LULU GENEVA ELDRIDGE, M.A.,  
Assistant in Latin.

SARAH JONES WOODWARD, B.A.,  
Assistant in Psychology.

LILLIAN DROUET, B.A.,  
Assistant in Elocution.

JENNIE TILT, M.S.,  
Assistant in Chemistry.

GRACE LILLIAN FILER, B.A.,  
Assistant in Rhetoric and English Composition.

ETHEL BOWMAN, M.A.,  
Assistant in Psychology.

WINIFRED GOLDRING, B.A.,  
Assistant in Geology.

ETHEL LEONA ANDEM, M.A.,  
Assistant in Education.

MARGARET HEATLEY, B.A.,  
Assistant in Botany.

ALBERT PITTS MORSE,  
Curator of Zoology Museum and Lecturer on Economic Entomology.

<sup>7</sup> For the winter and spring terms.

<sup>8</sup> For the second semester.

MARY MARIAN FULLER,  
Curator of Chemistry Laboratory.

ELIZABETH PHEBE WHITING,  
Curator of the Whitin Observatory.

JULIA ANN WOOD HEWITT, B.A.,  
Curator of Zoology Laboratories.

MABEL ANNIE STONE, B.A.,  
Curator of Botany Museum and Assistant in Laboratories.

---

VIOLET BARBOUR, B.A.,  
Alice Freeman Palmer Fellow.

---

EDWARD ERASTUS BANCROFT, M.A., M.D.,  
Consulting Physician.

MABEL AUSTIN SOUTHARD, M.D.,  
Lecturer on Special Hygiene.

JOHN FRANKLIN BROWN, Ph.D.,  
Lecturer in Secondary Education.

SUMNER WEBSTER CUSHING, M.A.,  
Lecturer in Geography.

---

HARRIET HAWES,  
Librarian Emeritus.

HENRIETTA ST. BARBE BROOKS, B.S.,  
Librarian.

ETHEL DANE ROBERTS, B.A., B.L.S.,  
Assistant Librarian.

NANCY MAY POND, B.S., B.L.S.,  
Curator of Art Library and Collections.

LILLA WEED, B.A.,  
Second Assistant Librarian.

ANTOINETTE BRIGHAM PUTNAM METCALF, M.A.,  
Reference Librarian.

IDA FLORENCE UNDERHILL, B.A.,  
Cataloguer.

**OFFICERS OF ADMINISTRATION**

---

ELLEN FITZ PENDLETON, M.A., LITT.D.,  
PRESIDENT.

OLIVE DAVIS, B.S.,  
Director of Halls of Residence and Lecturer on Domestic Science.

KATHARINE PIATT RAYMOND, B.S., M.D.,  
Resident Physician.

EDITH SOUTHER TUFTS, M.A.,  
Registrar.

MARY CASWELL,  
Secretary to the President.

MARY FRAZER SMITH, B.A.,  
Secretary to the Dean.

DOROTHEA WELLS, B.A.,  
Corresponding Secretary to the Dean.

LAURA ADELLA WELCH, B.A.,  
Secretary to the Director of Halls of Residence.

GEORGE GOULD,  
Assistant Treasurer.

BERTHA LYDIA CASWELL,  
Purchasing Agent.

EVELYN AMELIA MUNROE, B.A.,  
Cashier.

CHARLOTTE SCOTT WHITON,  
Purveyor.

LOUISE ANNE DENNISON,  
Superintendent of Freeman Cottage.

MARY ELIZABETH COOK,  
Superintendent of Wood Cottage.

MARY ELIDA RUST,  
Superintendent of Noanett House.

MARY SNOW,  
Superintendent of Pomeroy Hall.

HELEN WILLARD LYMAN, B.A.,  
Superintendent of Stone Hall.

EVA FANNY SWIFT,  
Superintendent of Crofton House and Ridgeway Refectory.

EMMA CULROSS GIBBONS, Ph.B.,  
Superintendent of Beebe Hall.

MABEL PRIEST DANIEL, B.A.,  
Superintendent of Cazenove Hall.

HARRIET LESTER,  
Superintendent of Shafer Hall.

JULIA WOODHULL SMITH,  
Superintendent of Wilder Hall.

JULIA EMERY TURNER, M.A.,  
Superintendent of Fiske Cottage.

EFFIE JANE BUELL,  
Superintendent of Norumbega Cottage.

CHARLOTTE HENDERSON CHADDERDON,  
Superintendent of Webb House.

ELIZABETH BURROUGHS WHEELER,  
Superintendent of Eliot Cottage.

FLORENCE EVELYN McGOWAN,  
Superintendent of Domestic Service in College Hall.

BERTHA MOULTON BECKFORD,  
Manager of Bookstore and Post Office.

MARY GILMAN AHLERS, B.A.,  
Assistant to the Registrar, and Alumnae General Secretary.

---

HENRY HERBERT AUSTIN, B.S.,  
Superintendent of the College Plant.

FREDERICK DUTTON WOODS, B.S.,  
Superintendent of Grounds.

## STANDING COMMITTEES

---

BOARD OF ADMISSION.—Misses Chapin (*Chairman*), Bates, Burrell, Ferguson, Hart, Hawes, Kendall, Müller, Roberts, Walton, Whiting; Mme. Colin, Mr. Macdougall; the Dean of the College *ex officio*.

COMMITTEE ON GRADUATE INSTRUCTION.—Misses Brown, Edwards (*Chairman*), Ferguson, Merrill, Orvis, Waite; the Dean *ex officio*.

LIBRARY COMMITTEE.—Misses Brooks (*Chairman*), Brown, Roberts, Scudder; Mme. Colin, Mr. Riddle; the President and Librarians *ex officio*.

COMMITTEE ON INSTRUCTION.—President Pendleton (*Chairman ex officio*), Misses Calkins, Chandler, Hawes, Hubbard, Kendrick, Sherwood.

COMMITTEE ON ACADEMIC REQUESTS.—Acting Dean Chapin (*Chairman ex officio*), Misses Bliss, Fletcher, Gamble, Kendall, Shackford, Whiting.

COMMITTEE ON CONSTITUTIONS.—Misses Case, Conant, Mr. Hamilton (*Chairman*).

COMMITTEE ON STUDENT PUBLICATIONS.—Misses Abbot, Batchelder (*Chairman*), Bates, Brooks, Newkirk.

COMMITTEE ON STUDENT ENTERTAINMENTS.—Misses Bennett, McDowell, Taylor, Mrs. Hodder (*Chairman*); and, *ex officio*, the Registrar, the Resident Physician.

COMMITTEE ON NON-ACADEMIC INTERESTS.—Misses Hart, Lockwood (*Chairman*), Robertson, Thompson, Vivian; and, *ex officio*, the Dean, the Director of Halls of Residence, the Resident Physician, the Registrar, the Chairmen of the Committees on Student Entertainments, Constitutions, and Publications.

**WELLESLEY COLLEGE****Wellesley, Massachusetts****FOUNDATION AND PURPOSE**

WELLESLEY COLLEGE was established for the purpose of furnishing to young women who desire to obtain a liberal education such advantages and facilities as are enjoyed in institutions of the highest grade. The first building of the College, erected and equipped under the supervision and through the personal means of the founder, was opened to students in 1875, with the announced purpose "of giving to young women opportunities for education equivalent to those usually provided in colleges for young men." Throughout his work the founder aimed to put into visible form his ideal of the higher education for women, "the supreme development and unfolding of every power and faculty."

By the charter, granted by the Commonwealth of Massachusetts, "the corporation of Wellesley College is authorized to grant such honorary testimonials, and confer such honors, degrees, and diplomas, as are granted or conferred by any University, College, or Seminary of learning in this Commonwealth; and the diplomas so granted shall entitle the possessors to the immunities and privileges allowed, by usage or statute, to the possessors of like diplomas from any University, College, or Seminary of learning in this Commonwealth."

In accordance with the spirit of the founder, the College is undenominational, but distinctively Christian in its influence, discipline, and instruction.

The members of the College meet daily for morning prayers in the beautiful chapel presented in 1899 by Miss Elizabeth G.

Houghton and Mr. Clement S. Houghton as a memorial to their father. Services on Sunday are conducted in this chapel by preachers of different denominations. At all these services and at vespers on Sunday, the singing is led by a trained choir of students under the direction of the professor of music.

The Wellesley College Christian Association, organized to promote religious life, to arouse an intelligent interest in social reforms, and to foster interest in home and foreign missions, meets weekly for prayer and religious instruction in the chapel given by the founder of the College.

The department of Biblical History affords the systematic study of the Bible required of all students.

## **ADMISSION**

Applications for admission should be made upon forms which will be furnished by the Dean on request. An application fee of ten dollars is required from all candidates for admission, and no application is recorded until this fee is received (see page 141). It is desirable that applications should be made several years in advance, since rooms in college houses are assigned to new students in the order of application for admission to College. However, attention is called to the fact that a place will not be reserved for an applicant whose credentials filed in July do not satisfactorily cover twelve of the fifteen points required for admission. Moreover, since the number of new students admitted is limited by the capacity of lecture rooms, it is necessary to close the application list for any given year at a date which varies from year to year. Candidates are liable to find the application list closed if they do not make their applications more than a year in advance of the time at which they propose to enter.

## **ADMISSION TO THE FRESHMAN CLASS**

Students are admitted either by examination (see pages 47 to 49) or by certificate (see pages 49 to 51).

Every candidate for a degree must offer for admission to the freshman class subjects amounting to fifteen "points." The points assigned to the subjects indicate the number of years, with five recitations a week, which will normally be required in the secondary school to make adequate preparation. Of the fifteen "points" required for admission, eleven are prescribed as follows:—

In **1912** and **1913** the remaining four points must be chosen as follows:—

A Second Language . . . . .	3 points
Greek or French or German (maximum).	
A Third Language . . . . .	1 point
Greek or *French or *German (minimum).	
or	
A Science:	
Botany or Chemistry or Physics . . . . .	1 point
or	
†History . . . . .	1 point
or	
Music . . . . .	1 point

In **1914** and thereafter the remaining four points may be distributed in any one of the three following ways:—

1. 3 points in Greek or French or German  
combined with  
1 point in one of the following subjects:—  
    Botany.  
    Chemistry.  
    Greek,  
    †History.  
    Music.  
    Physics.
2. 2 points in French  
and  
2 points in German.
3. 2 points in either French or German  
combined with  
2 points made up of 1 point each in two of the following  
subjects:—  
    Botany.  
    Chemistry.  
    Greek.  
    †History.  
    Music.  
    Physics.

\* After September, 1913, one point in French or one point in German will not be accepted for admission.

† See page 32.

A place on the list of candidates for admission will not be reserved for an applicant whose credentials filed in July do not satisfactorily cover twelve of the fifteen points required for admission. The Board of Admission reserve the right to exclude any candidate whose preparation is in their judgment so defective as to debar her from carrying successfully the work of the freshman year.

The admission subjects are divided into two groups, as follows:—

**PRELIMINARIES:** English *a* (Reading and Practice), French 3 point requirement (except Prose Composition and the use of the spoken language), German 3 point requirement (except Prose Composition and the use of the spoken language), Greek 3 point requirement (except Prose Composition), History (prescribed point), Latin (except Prose Composition), Plane Geometry. Examinations in Preliminaries may be taken at any time during the college preparatory course.

**FINALS:** Algebra, Botany, Chemistry, English *b* (Study and Practice, including Composition), French (1 and 2 point requirement, the Prose Composition and the use of the spoken language of the 3 point requirement), German (1 and 2 point requirement, the Prose Composition and the use of the spoken language of the 3 point requirement), Greek (1 point requirement, the Prose Composition of the 3 point requirement), History (second point), Latin Prose Composition, Music, Physics. Examinations in Finals may be taken at any time during the last two years before admission, *provided at least three are taken during the last year.* Candidates are advised to take English Composition and Algebra in the last year.

 The regulation in regard to the time of examination applies to final examinations held by principals of schools, preliminary to granting certificates, as well as to the admission examinations.

A candidate for admission must be at least sixteen years of age, and must present satisfactory evidence of good moral character and good health. A statement from the applicant's

physician to the effect that she is organically sound and in good health, together with a certificate of vaccination must be filed with the Dean before June first of the year in which admission is sought. Each candidate before she is formally accepted is given a thorough physical examination. The College reserves the right to reject any candidate if the results of this examination in the opinion of the medical staff justify such action or to accept the candidate only on the understanding that she will take five years to complete the course.

The student who has met all entrance requirements is qualified for immediate matriculation for the Baccalaureate degree in Arts. All communications concerning admission should be addressed to the Dean of Wellesley College, Wellesley, Mass.

## DEFINITION OF REQUIREMENTS

The number enclosed in parentheses following the subject indicates the number of points assigned to that subject, that is, the number of years with five recitations a week which will normally be required in the secondary school for adequate preparation in the subject. If the certificate of a candidate shows that the time given to any subject is less than that indicated as necessary by the number of points an examination may be required.

### **ENGLISH (3)** **Requirement for 1912**

#### *Literature.*

##### *a. Reading and Practice.*

Certain books are set for reading. The candidate is required to present evidence of a general knowledge of the subject-matter, and to answer simple questions on the lives of the authors.

The books set for this part of the examination are:—

Group I (two to be selected). Shakespeare's *As You Like It*, *Henry V*, *Julius Cæsar*, *The Merchant of Venice*, *Twelfth Night*.

Group II (one to be selected). Bacon's *Essays*; Bunyan's *The Pilgrim's Progress*, Part I; the *Sir Roger de Coverley Papers* in the *Spectator*; Franklin's *Autobiography*.

Group III (one to be selected). Chaucer's *Prologue*; Spenser's *Faerie Queene* (selections); Pope's *The Rape of the Lock*; Goldsmith's

*The Deserted Village*; Palgrave's *Golden Treasury* (first series), Books II and III with especial attention to Dryden, Collins, Gray, Cowper, and Burns.

Group IV (two to be selected). Goldsmith's *The Vicar of Wakefield*; Scott's *Ivanhoe*; Scott's *Quentin Durward*; Hawthorne's *The House of the Seven Gables*; Thackeray's *Henry Esmond*; Mrs. Gaskell's *Cranford*; Dickens's *A Tale of Two Cities*; George Eliot's *Silas Marner*; Blackmore's *Lorna Doone*.

Group V (two to be selected). Irving's *Sketch Book*; Lamb's *Essays of Elia*; De Quincey's *Joan of Arc* and *The English Mail Coach*; Carlyle's *Heroes and Hero Worship*, or his *Hero as Poet, Man of Letters and as King*; Emerson's *Essays* (selected); Ruskin's *Sesame and Lilies*.

Group VI (two to be selected). Coleridge's *The Ancient Mariner*; Scott's *The Lady of the Lake*; Byron's *Mazeppa*, and *The Prisoner of Chillon*; Palgrave's *Golden Treasury* (first series), Book IV, with special attention to Wordsworth, Keats, and Shelley; Macaulay's *Lays of Ancient Rome*; Poe's *Poems*; Lowell's *The Vision of Sir Launfal*; Arnold's *Sohrab and Rustum*; Longfellow's *The Courtship of Miles Standish*; Tennyson's *Gareth and Lynette, Launcelot and Elaine*, and *The Passing of Arthur*; Browning's *Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Evelyn Hope, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, The Boy and the Angel, One Word More, Hervé Riel, Pheidippides*.

#### b. Study and Practice.

This part of the examination presupposes the thorough study of each of the works named in the following list. The examination will be upon subject-matter, form, and structure.

The books set for this part of the examination are:—

Shakespeare's *Macbeth*; Milton's *Lycidas, Comus, L'Allegro, and Il Penseroso*; Burke's *Speech on Conciliation with America*, or Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*; Macaulay's *Life of Johnson* or Carlyle's *Essay on Burns*.

**NOTE.**—In the Wellesley examination it is taken for granted that candidates will have learned by heart illustrative passages from all poems read. Books set in the requirements of previous years are satisfactory substitutes.

**Composition.**—To test the candidate's command of clear and accurate English, she will be required to write brief compositions upon one or more topics drawn from the assigned readings in *b*, as indicated. The topics will call for only a general

knowledge of the substance of the books. The candidate will also be required to write upon one or more subjects of ordinary experience or knowledge, not taken from the prescribed books.

To meet the requirement in Composition:—

1. There should be practice in writing equivalent to fortnightly themes the first two years, and weekly themes the last two years of the preparatory course. The subjects for themes should not be drawn chiefly from books. The student should be led, especially, for short themes, to choose her own subjects, based on daily experience and observation. She must be able to spell, capitalize and punctuate correctly. She must have a practical knowledge of the essentials of English grammar, including ordinary grammatical terminology, inflection, syntax, the use of phrases and clauses.

2. The study of the theory of Rhetoric should be distinctly subordinate to the needs of the student in composition, and limited to the broad essentials. She should study the structure of sentence and paragraph; she should analyze and make outlines of essays with a view to understanding the orderly development of thought; she should be taught the principles of unity, coherence, and emphasis, not in the abstract but as exemplified in her own work and the work of others; she should be taught thoroughly the common idiom of the language. The following books are recommended:—

Scott and Denney's *Composition-Rhetoric*; Carpenter's *Exercises in Rhetoric and Composition* (High School Course); Robbin's and Perkins's *Introduction to the Study of Rhetoric* supplemented by Herrick and Damon's *Composition and Rhetoric*; or A. S. Hill's *Foundations of Rhetoric* or Webster's *Literature and Composition* or Shackford and Judson's *Composition—Rhetoric—Literature*.

The final examination in English *b* (including Composition) must be taken in accordance with the regulation for examination in "Finals." See page 25.

#### **Requirement for 1913, 1914, and 1915**

Preparation in English has two main objects: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence and appreciation.

*English Grammar and Composition*.—The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rig-

orously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, paragraphs, and the different kinds of whole composition, including letter-writing, should be thoroughly mastered; and practice in composition, oral as well as written, should extend throughout the secondary school period. Written exercises may well comprise narration, description, and easy exposition and argument based upon simple outlines. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from her reading in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers, in all branches, to cultivate in the student the habit of using good English in her recitations and various exercises, whether oral or written.

*Literature.*—The second object is sought by means of two lists of books, headed respectively Reading and Study, from which may be framed a progressive course in literature covering four years. In connection with both lists, the student should be trained in reading aloud and be encouraged to commit to memory some of the more notable passages, both in verse and in prose. As an aid to literary appreciation, she is further advised to acquaint herself with the most important facts in the lives of the authors whose works she reads and with their place in literary history.

#### a. Reading.

The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature, by giving her a first-hand knowledge of some of its best specimens. She should read the books carefully, but her attention should not be so fixed upon details that she fails to appreciate the main purpose and charm of what she reads.

With a view to a great freedom of choice, the books provided for reading are arranged in the following groups, from which at least ten units\* are to be selected,—two from each group:—

\*Each unit is set off by semicolons.

Group I (two to be selected). *The Old Testament*, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; Homer's *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; Homer's *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Vergil's *Aeneid*. *The Odyssey*, *Iliad*, and *Aeneid* should be read in English translations of recognized literary excellence.

(For any unit of this group a unit from any other group may be substituted.)

Group II (two to be selected). Shakespeare's *Merchant of Venice*, *Midsummer Night's Dream*, *As You Like It*, *Twelfth Night*, *Henry V*, *Julius Caesar*.

Group III (two to be selected). Defoe's *Robinson Crusoe*, Part I; Goldsmith's *Vicar of Wakefield*; Scott's *Ivanhoe*, or *Quentin Durward*; Hawthorne's *House of the Seven Gables*; Dickens's *David Copperfield*, or *Tale of Two Cities*; Thackeray's *Henry Esmond*; Mrs. Gaskell's *Cranford*; George Eliot's *Silas Marner*; Stevenson's *Treasure Island*.

Group IV (two to be selected). Bunyan's *Pilgrim's Progress*, Part I; the *Sir Roger de Coverley Papers* in the *Spectator*; Franklin's *Autobiography* (condensed); Irving's *Sketch Book*; Macaulay's *Essay on Lord Clive*, and *Essay on Warren Hastings*; Thackeray's *English Humourists*; *Selections from Lincoln*, including at least the two Inaugurals and Lincoln's Speeches in Independence Hall and at Gettysburg, Last Public Address, Letter to Horace Greeley, along with a brief memoir or estimate; Parkman's *Oregon Trail*; Thoreau's *Walden*, or Huxley's *Autobiography*, and *Selections from Lay Sermons* including the addresses on *Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*; Stevenson's *Inland Voyage*, and *Travels with a Donkey*.

Group V (two to be selected). Palgrave's *Golden Treasury* (First Series), Books II and III, with especial attention to Dryden, Collins, Gray, Cowper, and Burns; Gray's *Elegy in a Country Churchyard*; Goldsmith's *Deserted Village*; Coleridge's *Ancient Mariner*; Lowell's *Vision of Sir Launfal*; Scott's *Lady of the Lake*; Byron's *Childe Harold*; Canto IV, and *The Prisoner of Chillon*; Palgrave's *Golden Treasury* (First Series), Book IV, with especial attention to Wordsworth, Keats, and Shelley; Poe's *Raven*; Longfellow's *Courtship of Miles Standish*; Whittier's *Snow Bound*; Macaulay's *Lays of Ancient Rome*; Arnold's *Sohrab and Rustum*; Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, *The Passing of Arthur*; Browning's *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of*

*the French Camp, Hervé Riel, Pheidippides, My Last Duchess, Up at a Villa—Down in the City.*

*b. Study.*

This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. For this close reading are provided a play, a group of poems, an oration, and an essay.

Shakespeare's *Macbeth*; Milton's *L'Allegro, Il Penseroso*, and *Comus*; Burke's *Speech on Conciliation with America*, or both Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*; Macaulay's *Life of Johnson*, or Carlyle's *Essay on Burns*.

The examination will be divided into two parts, one of which may be taken as a preliminary, and the other as a final.

However accurate in subject-matter, no paper will be considered satisfactory if seriously defective in punctuation, spelling, or other essentials of good usage.

The first part of the examination will be upon ten units chosen, in accordance with the plan described earlier, from the lists headed Reading (English *a*) ; and it may include also questions upon grammar and the simpler principles of rhetoric, and a short composition upon some topic drawn from the student's general knowledge or experience. On the books prescribed for reading, the form of the examination will usually be the writing of short paragraphs on several topics which the candidate may choose out of a considerable number. These topics will involve such knowledge and appreciation of plot, character-development, and other qualities of style and treatment as may be fairly expected of young students. In grammar and rhetoric, the candidate may be asked specific questions upon the practical essentials of these studies, such as the relation of the various parts of a sentence to one another, the construction of individual words in a sentence of reasonable difficulty, and those good usages of modern English which one should know in distinction from current errors.

The second part of the examination will include composition and those books comprised in the list headed Study (English *b*). The test in composition will consist of one or more essays, developing a theme through several paragraphs; the subjects will be drawn from the books prescribed for Study, from the candidate's other studies, and from her personal knowledge and experience quite apart from reading. For this purpose the examiner will provide several subjects, perhaps five or six, from which the candidate may make her own selections. The test on the

books prescribed for study will consist of questions upon their content, form, and structure, and upon the meaning of such words, phrases, and allusions as may be necessary to an understanding of the works and an appreciation of their salient qualities of style. General questions may also be asked concerning the lives of the authors, their other works, and the periods of literary history to which they belong.

The final examination in English *b* (including Composition) must be taken in accordance with the regulation for examination in "Finals." See page 25.

#### HISTORY (1 or 2)

##### **Prescribed Point**

A full year course in *one* of the following subjects:—

(1) Ancient History, including a brief introductory study of the earlier nations, but with special emphasis on Greek History to the death of Alexander, and on Roman History to the accession of Commodus.

(2) English History, with due regard to social and political development.

(3) American History, with the elements of Civil Government.

Candidates are advised to offer the course in Ancient History as a part of their preparation.

In the subject chosen, the student should acquire accurate knowledge of the history as presented in a standard text-book of not less than 300 pages, and should read such fuller authorities as may be available, in amount not less than 500 pages. Some practice in drawing maps to illustrate territorial changes, in making digests of lectures and reading, and in preparing verbal or written reports on subjects assigned for individual investigation is essential to successful work.

Students presenting themselves for examination are expected to bring notebooks, maps, and essays, that may serve as supplementary evidence of the character of their preparation.

##### **Elective Point**

A candidate may offer one of these three subjects as a second point in History in place of the minimum requirement in Greek, Music, or Science, provided that one of the two points offered is Ancient History, and that the work for the second

point is done during the last two years of the preparatory course.

The final examination in the second point in History must be taken in accordance with the regulation for examination in "Finals." See page 25.

### MATHEMATICS (3)

*Algebra.*—Factors, Common Divisors and Multiples, Ratio and Proportion, Theory of Exponents including Imaginaries, Radicals and Equations involving Radicals, Inequalities, Quadratic Equations (including the theory), Binomial Theorem, Arithmetic and Geometric Progressions.

The final examination in Algebra must be taken in accordance with the regulation for examination in "Finals." See page 25.

*Plane Geometry.*—As found in Chauvenet, or its equivalent.

Deficiency in preparation usually results from one or more of the following causes : the use of text-books which are too elementary, insufficient time spent in preparation, neglect of exercises in original demonstration in Geometry, and of reviews in both Algebra and Geometry. It is strongly urged that there be constant exercise in original demonstration in Geometry, with frequent written examinations in both Algebra and Geometry, the problems proposed being drawn from other sources than the text-books.

### LATIN (4)

The requirements are based on recommendations made by the Commission on College Entrance Requirements in Latin, as embodied in the Document of the College Entrance Examination Board of December 1, 1910.

#### I. Amount and Range of the Reading Required

(1) The Latin reading, without regard to the prescription of particular authors and works, shall be not less *in amount* than Cæsar, Gallic War, I-IV; Cicero, the orations against Catiline, for the Manilian Law, and for Archias; Vergil, *Æneid*, I-VI.

(2) The amount of reading specified above shall be selected by the schools from the following authors and works: Cæsar (Gallic War and Civil War) and Nepos (Lives); Cicero (orations, letters, and *De Senectute*) and Sallust (Catiline and Jugurthine War); Vergil (*Bucolics*, *Georgics*, and *Æneid*) and Ovid (*Metamorphoses*, *Fasti*, and *Tristia*).

**II. Scope of the Examinations**

(1) *Translation at Sight.* Candidates will be examined in translation at sight of both prose and verse. The vocabulary, constructions, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

(2) *Prescribed Reading.* Candidates will be examined also upon the following prescribed reading: Cicero, orations for the Manilian Law and for Archias, and Vergil, *Aeneid*, I, II, and either IV or VI, at the option of the candidate, with questions on subject-matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.

(3) *Grammar and Composition.* The examinations in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose.

The final examination in Prose Composition must be taken in accordance with the regulation for examination in "Finals." See page 25.

**Suggestions Concerning Preparation**

Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur, and should continue throughout the course with sufficient frequency to insure correct methods of work on the part of the student. From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and understood in the order of the original, with full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded, and from the form and the position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the translating that the student has to do. No translation, however, should be a mechanical metaphor. Nor should it be a mere loose paraphrase.

The full meaning of the passage to be translated, gathered in the way described above, should finally be expressed in clear and natural English.

A written examination cannot test the ear or tongue, but proper instruction in any language will necessarily include the training of both. The school work in Latin, therefore, should include much reading aloud, writing from dictation, and translation from the teacher's reading. Learning suitable passages by heart is also very useful, and should be more practiced.

The work in composition should give the student a better understanding of the Latin he is reading at the time, if it is prose, and greater facility in reading. *It is desirable, however, that there should be systematic and regular work in composition during the time in which poetry is read as well; for this work the prose authors already studied should be used as models.*

Equivalents are accepted, but verse is not accepted in place of prose, nor anything instead of the required translation of English into Latin.

The teachers of Latin in the preparatory schools are urged to insist upon the use of good English in translation.

The study of Greek is strongly recommended to candidates who plan to elect courses in Latin in college.

Ability to read at sight easy French or German prose is of great advantage to all classical students.

#### GREEK (1 or 3)

##### Maximum Requirement (3)

Grammar. *The etymology must be thoroughly mastered.*

Prose Composition. At least forty written exercises based upon the Greek of Xenophon, including connected passages and accompanied by a systematic study of the main principles of syntax.

The final examination in Prose Composition must be taken in accordance with the regulation for examination in "Finals." See page 25.

Xenophon, *Anabasis*, three books.

Homer, *Iliad*, three books, with scansion.

Candidates must be prepared to translate at sight both Attic and Homeric Greek of average difficulty, and to write in Greek a connected passage based upon Xenophon.

Particular attention should be given to the correct writing of Greek with the accents, to exercises both oral and written, and to the use of the blackboard for constant practice upon forms and constructions.

The teachers of Greek in the preparatory schools are urged to insist upon the use of good English in translation.

Ability to read at sight easy French or German prose is of great advantage to all classical students.

#### **Minimum Requirement (1)**

Systematic study of etymology from a standard grammar in connection with a book of First Lessons. *Anabasis*, about thirty pages. Practice in writing Greek.

This preparation admits the student to course 14 in College, and these two courses complete the preparation for course 1 (see page 98).

The final examination in minimum Greek must be taken in accordance with the regulation for examination in "Finals." See page 25.

### **FRENCH**

#### **Requirement for 1912 and 1913 (1 or 3)**

##### **\*Minimum Requirement (1)**

The preparation for this requirement should comprise:—

(1) Careful drill in pronunciation.

(2) The rudiments of grammar, including the inflection of the regular and the more common irregular verbs, of nouns, adjectives, participles, and pronouns; the simpler uses of the conditional and subjunctive, the elementary rules in syntax, and their application in the construction of sentences.

(3) Abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression. These exercises should include frequent practice in French narrative, with a due regard to the idiomatic use of tenses such as the *passé indéfini*, the *imparfait*, the *conditionnel*.

(4) Writing French from dictation.

\* After 1913 one point in French will *not* be accepted for admission. For the statement of the new 2 point requirement, operative for 1914 and thereafter, see pages 38, 39. Two points in French may *not* be offered before 1914.

(5) The reading of 300 duodecimo pages of graduated texts from at least three different authors, with constant practice in translating into French easy variations upon the texts read, and in reproducing from memory sentences previously read.

(6) Frequent abstracts, sometimes oral and sometimes written, of portions of the text already read.

(7) Training from the outset to understand French, both when spoken and read aloud, and to answer ordinary questions in that language.

The final examination in minimum French must be taken in accordance with the regulation for examination in "Finals." See page 25.

#### **†Maximum Requirement (3)**

To meet the maximum requirement in French, the candidate must present *the whole minimum requirement* as given above and, *in addition*, the following:—

(1) A thorough, practical knowledge of grammar.

(2) Ability to translate connected paragraphs, based on standard authors, into easy, correct French.

(3) Ability to read aloud intelligently ordinary French of the present day.

(4) Ability to understand a simple lecture given in French.

(5) Ability to speak correctly in French upon simple topics.

(6) The reading of a thousand duodecimo pages (that is, seven hundred pages in addition to the amount prescribed for the minimum requirement) from at least four authors, as indicated below.

The final examination in maximum French must be taken in accordance, with the regulation for examination in "Finals." See page 25.

~~☞~~ These results may be obtained by an exhaustive study of any good grammar, application and not recitation of rules, *with constant practical tests*; by translation from English into French; by paraphrasing texts read, or, by direct free composition in French, together with critical reading of texts. It is particularly urged that these texts be chosen from *nineteenth century writers of prose, verse, and drama*, and if possible from more than four authors.

In order to secure the desired results, the main emphasis should be laid

† For the new statement of the 3 point requirement operative in 1914, see pages 39-41.

on the correct daily use of the spoken language in the class room, on the correct and intelligent reading of French (apart from translation) and on prose composition, including the writing of short themes in French.

The texts suggested for reading are:—

(1) For minimum requirement: Laboulaye: *Contes bleus*; Daudet: *Trois Contes Choisis*; France: *Abeille*; Malot: *Sans Famille*; de la Brète: *Mon Oncle et Mon Curé*; Enault: *Le Chien du Capitaine*; Legouvé et Labiche: *La Cigale chez les Fourmis*.

(2) For maximum requirement: Lamartine: *Scènes de la Révolution française*; Vigny: *La Canne de Jone*; Daudet: *Chois d' Extraits, or Le Petit Chose*; Maupassant: *Huit Contes Choisis*; Renan: *Souvenirs d'Enfance et de Jeunesse*; About: *Le Roi des Montagnes*; Balzac: *Le Curé de Tours*; Colin: *Contes et Saynètes*; Colin: *Advanced Sight Translation*; Sandeau: *Mlle. de la Seiglière*; Scribe et Legouvé: *Bataille de Dames*; Augier: *Le Gendre de M. Poirier*.

#### **Requirement for 1911 and thereafter (2 or 3)**

The requirements follow the recommendations of the Modern Language Association embodied in the Document of the College Entrance Examination Board of December 1, 1910. See page 40 for suggestions concerning preparation in the case of students expecting to enter Wellesley College.

#### **2 point Requirement**

(Termed *a*, "Elementary," by the College Entrance Examination Board.)

#### **THE AIM OF THE INSTRUCTION**

At the end of the elementary course the pupil should be able to pronounce French accurately, to read at sight easy French prose, to put into French simple English sentences taken from the language of everyday life or based upon a portion of the French text read, and to answer questions on the rudiments of the grammar as defined below.

#### **THE WORK TO BE DONE**

During the first year the work should comprise:—

(1) Careful drill in pronunciation.

(2) The rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural nouns, the inflection of adjectives, participles, and pronouns;

the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of words in the sentence, and the elementary rules of syntax.

(3) Abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression.

(4) The reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English) and in reproducing from memory sentences previously read.

(5) Writing French from dictation.

During the second year the work should comprise :—

(1) The reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches.

(2) Constant practice, as in the previous year, in translating into French easy variations upon the texts read.

(3) Frequent abstracts, sometimes oral and sometimes written, of portions of the text already read.

(4) Writing French from dictation.

(5) Continued drill upon the rudiments of grammar, with constant application in the construction of sentences.

(6) Mastery of the forms and use of pronouns, pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

The final examination in the 2 point requirement in French must be taken in accordance with the regulation for examination in "Finals." See page 25.

### **3 Point Requirement**

(Termed *b*, "Intermediate," by the College Entrance Examination Board.)

### **THE AIM OF THE INSTRUCTION**

At the end of the intermediate course the pupil should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on

the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the elementary course.

#### THE WORK TO BE DONE

This should comprise the reading of from 400 to 600 pages\* of French of ordinary difficulty, a portion to be in the dramatic form†; constant practice in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation‡.

#### Suggestions Concerning Preparation

1. Emphasis should be laid on the correct daily use of the spoken language in the class room, on the correct and intelligent reading of French (apart from translation) and on direct composition, including the writing of short themes in French.

2. From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and understood in the order of the original, with full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded, and from the form and the position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the work that the student has to do.

3. It is particularly urged that the reading be chosen *from nineteenth century writers of prose, verse, and drama*, and if possible from more than five authors.

The texts suggested are:—

(1) For the 2 point requirement; Laboulaye: *Contes bleus*; Daudet: *Trois Contes choisis*; France: *Abeille*; Malot: *Sans Famille*; de la Brète: *Mon Oncle and Mon Curé*; Enault: *Le Chien du Capitaine*; Legouvé et Labiche: *La Cigale chez les Fourmis*; Daudet: *Choix d'Extraits*, or *Le Petit Chose*; Vigny: *La Canne de Joc*; Augier: *Le Gendre de M. Poirier*; Foncin: *Le Pays de France*, or Lavisson: *Histoire de France, II<sup>e</sup> année* (Armand Colin, Paris).

(2) For the 3 point requirement: Lamartine: *Scènes de la Révolution Française*; Maupassant: *Huit Contes Choisis*; Renan: *Souvenirs d'Enfance et de Jeunesse*; About: *Le Roi des Montagnes*; Balzac: *Le Curé*

\*i.e., In addition to the 2 point requirement.

† A part of this may be critical reading, a part rapid or outside reading.

‡ From texts not previously memorized.

*de Tours*; Colin: *Contes et Saynètes*; Colin: *Advanced Sight Translation*; Sandeu: *Mlle. de la Seiglière*; Scribe et Legouvé: *Bataille de Dames*.

The final examination in the 3 point requirement in French must be taken in accordance with the regulation for examination in "Finals." See page 25.

#### GERMAN

##### **Requirement for 1912 and 1913 (1 or 3)**

##### **\*Minimum Requirement (1)**

The preparation for this requirement should comprise:—

(1) A distinct German pronunciation which should be acquired at the outset by a drill in phonetics.

(2) Drill upon the rudiments of grammar; that is, upon the inflection of the articles, of such nouns as belong to the language of everyday life, adjectives, pronouns, weak verbs, and the more usual strong verbs; also upon the use of the more common prepositions, of the modal auxiliaries, and of the elementary rules of syntax and word order. This drill upon the rudiments of grammar should be directed to the end of enabling the pupil (1) to use his knowledge with facility in the formation of sentences, and (2) to state his knowledge correctly in the technical language of grammar.

(3) Abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the oral and written reproduction of natural forms of expression. These exercises should include some practice in the translation into German of easy variations upon the matter read.

(4) Mastery of a vocabulary sufficient to understand and answer in German, simple questions upon the texts read.

(5) The reading of about 200 pages of graduated texts.

(6) Ability to read or write German script. This is not an absolute requirement, but students are strongly advised to become familiar with the German script at the outset.

The final examination in minimum German must be taken in accordance with the regulation for examination in "Finals." See page 25.

\*After 1913 one point only in German will *not* be accepted for entrance. For the statement of the new 2 point requirement, operative for 1914 and thereafter, see page 43. Two points in German may *not* be offered before 1914.

**†Maximum Requirement (3)**

To meet the maximum requirement in German the candidate must present *the whole minimum requirement* as given above, and in addition the following :—

(1) An accurate knowledge of more advanced grammar, *i. e.*, of the less usual strong verbs, the principal uses of prepositions and conjunctions, the elements of word formation, the essentials of German syntax, the uses of modal auxiliaries, of the subjective and infinitive moods.

(2) Ability to speak correctly and idiomatically in German upon simple topics, and to understand the German spoken in the class room.

(3) Proficiency in paraphrasing, in *freie Reproduktion*, in writing of themes based on the works read.

(4) The reading of at least seven hundred pages of classical and contemporaneous authors (that is, five hundred in addition to the amount for the minimum requirement).

(5) Knowledge of a number of choice lyric poems to be selected from the Volkslieder and from Goethe's lyrics especially.

(6) Ability to translate at sight simple texts not only from German into English but especially from English into German.

The final examination in maximum German must be taken in accordance with the regulation for examination in "Finals." See page 25.

 The desired results are *not* obtained if the main emphasis in the work is laid on translation from German into English instead of emphasizing the use of the spoken language in the class room, prose composition, and *freie Reproduktion*.

**Requirement for 1914 and Thereafter (2 or 3)**

The requirements follow the recommendations of the Modern Language Association embodied in the Document of the College Entrance Examination Board of December 1, 1910. See page 44 for suggestions concerning preparation in the case of students expecting to enter Wellesley College.

† For the new statement of the 3 point requirement, operative in 1914, see page 44. Candidates who are prepared before that year to meet fully the terms as there stated may in 1912 and 1913 offer that work instead of the maximum above.

**2 Point Requirement**

(Termed *a*, "Elementary," by the College Entrance Examination Board.)

During the first year the work should comprise :—

- (1) Careful drill upon pronunciation.
- (2) The memorizing and frequent repetition of easy colloquial sentences.

(3) Drill upon the rudiments of grammar, that is, upon the inflection of the articles, of such nouns as belong to the language of everyday life, of adjectives, pronouns, weak verbs, and the more usual strong verbs, also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word-order.

(4) Abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression.

(5) The reading of from 75 to 100 pages of graduated texts from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in the reproduction from memory of sentences previously read.

During the second year the work should comprise :—

(1) The reading of from 150 to 200 pages of literature in the form of easy stories and plays.

(2) Accompanying practice, as before, in the translation into German of easy variations upon the matter read and also in the off-hand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages.

(3) Continued drill upon the rudiments of the grammar, directed to the ends of enabling the pupil, first, to use his or her knowledge with facility in the formation of sentences, and, secondly, to state his or her knowledge correctly in the technical language of grammar

The final examination in the 2 point requirement in German must be taken in accordance with the regulation for examination in "Finals." See page 25.

**3 Point Requirement**

(Termed *b*, "Intermediate," by the College Entrance Examination Board.)

**THE WORK TO BE DONE**

The work should comprise, in addition to the elementary course,\* the reading of about 400† pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, paraphrases, abstracts, or reproductions, from memory of selected portions of the matter read; also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses and modes (with special reference to the infinitive and subjunctive), and likewise upon word-order and word-formation.

The final examination in the 3 point requirement in German must be taken in accordance with the regulation for examination in "Finals." See page 25.

**Suggestions Concerning Preparation**

1. The books selected for class study should be thoroughly *German* in character and content. For the 2 point requirement *not more than* 100 pages in readers arranged for beginners should be included. For the 3 point requirement, not more than one work of the classical period of German Literature should be chosen.

2. The results desired cannot be obtained if the emphasis is laid upon translation from German into English.

3. Features that should not be neglected are:—

a. Vocabulary.—The careful study of a goodly number of common words and expressions drawn chiefly from the texts read.

b. Frequent practice in the oral and written use of the language *without the medium of English*. This should consist partly in the answering in German of questions put in German, based on all the texts read intensively in class, partly in reproducing in German, without the aid of questions, the contents of these texts (*Freie Reproduktion*).

\* That is, the 2 point requirement.

† At least 250 pages of intensive reading in class (making together with the 2 point requirement at least 525 pages in all). Besides this intensive reading, some *rapid home reading* of easier texts (100 pages or more) is strongly urged. It will be noted that the total number of pages of required reading has been somewhat reduced. This has been done in the hope that the preparation will be of superior quality.

**BOTANY (1)**

The requirement is met by the course outlined in the Report of the College Entrance Examination Board, *Document No. 48.*

The course should cover:—

(1) The general principles of plant anatomy, morphology, physiology, and ecology.

(2) A general knowledge of the great groups or phyla of plants.

In the second part of the course students should not only become familiar with the primary subdivisions of the great groups, but should be able to trace the evolution of plant forms by means of a comparative study of representative plants in the various groups.

Individual laboratory work by the students is essential and should receive at least double the amount of time given to lecture and recitation. Records of the laboratory work, properly certified by the teacher, in which stress is laid upon diagrammatically accurate drawing and precise expressive description, must be presented with the certificate on or before July first, or at the time of the examination.

The final examination in Botany must be taken in accordance with the regulation for examination in "Finals." See page 25.

**CHEMISTRY (1)**

The requirement is met by the course outlined in the Report of the College Entrance Examination Board, *Document No. 48.*

The student should perform experiments in the laboratory to illustrate the properties of the most important elements, both metallic and non-metallic, and their compounds, and it is strongly recommended that a few of these experiments should be of a quantitative nature. Work in qualitative analysis is not recommended.

In addition to an examination or certificate of examination, the student will be required to present notebooks of laboratory work. These notebooks must be *indexed* and bear the indorsement of the teacher, certifying that the notes are a true record

of the student's work, and must be presented with the certificate on or before July first, or at the time of the examination. In case the notebook is lacking or inadequate, a laboratory test will be given.

The final examination in Chemistry must be taken in accordance with the regulation for examination in "Finals." See page 25.

#### **PHYSICS (1)**

The requirement is met by the course outlined in the Report of the College Entrance Examination Board, *Document No. 48*. In addition to an examination, or a certificate of examination, the student will be required to present notebooks of laboratory work. These notebooks must be *index d* and bear the endorsement of the teacher, certifying that the notes are a true record of the student's work, and they must be presented with the certificate on or before July first, or at the time of the examination.

The final examination in Physics must be taken in accordance with the regulation for examination in "Finals." See page 25.

#### **MUSIC (1)**

The requirement in Music (Harmony) is met by passing the Examination in Music *b* (Harmony) set by the College Entrance Examination Board.

This requirement is defined by the College Entrance Examination Board as follows:—

The examination in Harmony will consist only of a written test; there will be no test in performance. The candidate should have acquired:—

(1) The ability to harmonize, in four vocal parts, simple melodies of not fewer than eight measures, in soprano or in bass—these melodies will require a knowledge of triads and inversions, of diatonic seventh chords and inversions, in the major and minor modes; and of modulation, transient or complete, to nearly-related keys.

(2) Analytical knowledge of ninth chords, all non-harmonic tones, and altered chords (including augmented chords).

(Students are encouraged to apply this knowledge in their harmonization.)

It is urgently recommended that systematic ear-training (as to interval, melody, and chord) be a part of the preparation for this examination. Simple exercises in harmonization at the pianoforte are recommended. The student will be expected to have a full knowledge of the rudiments of music, scales, intervals and staff-notation, including the terms and expression-marks in common use.

The examination in music must be taken in accordance with the regulation for examination in "Finals." See page 25.

#### **ADMISSION BY EXAMINATION**

##### **JUNE EXAMINATIONS**

*Candidates who propose to enter by examination must take all examinations in June, except such as, by permission, may be postponed until September.*

The entrance examinations conducted at Wellesley College in June are the examinations of the College Entrance Examination Board, of which Wellesley College is a member. These examinations will be held June 17-22, 1912.

The College Entrance Examination Board will furnish a list of places at which these examinations will be held.

In order to meet the requirements for admission to Wellesley College, candidates must pass examinations in the following subjects, as defined in the Documents issued by this Board:—

English : a, b.

History : a, or c, or d.

Mathematics : a (i, ii), c.

Latin :

NR 1, NR 2, NR 4, NR 5, NR 6.

Maximum Second Language :

Greek : a (i), f, b, g, and ch ;

or

French : a, b ;

or

German : a, b.

Minimum Third Language or Science:

French : a ;

or

German : a ;

or

Botany ;

or

Chemistry ;

or

Physics ;

or

† History ;

or

Music : b.

All applications for examination, and all other inquiries must be addressed to the Secretary of the College Entrance Examination Board, Post Office Sub-Station 84, New York, N. Y. Applications must be made upon a blank form to be obtained from the Secretary of the Board.

*A list of places at which the examinations are to be held in June, 1912,* will be published about March 1st. In order that they may receive proper consideration, requests that the examinations be held at particular points should be transmitted to the Secretary of the Board *not later than February 1st.*

Applications for examination at points in the United States east of the Mississippi River (also at Minneapolis, St. Louis, and other points on the Mississippi River), must be received by the Secretary on or before Monday, June 3, 1912; applications for admission to examination elsewhere in the United States or in Canada must be received on or before Monday, May 27, 1912; and applications for examination at points outside the United States and Canada must be received on or before Monday, May 13, 1912.

Applications received later than the dates named will be accepted when it is possible to arrange for the examination of the candidates concerned, but only upon payment of five dollars in addition to the usual examination fee. Candidates filing belated applications do so at their own risk.

The examination fee is five dollars for all candidates examined at points in the United States and Canada, and fifteen dollars for all candidates examined at points outside of the United States and Canada. The fee (which cannot be accepted in advance of the application) should be remitted by postal order, express order, or draft on New York to the order of the College Entrance Examination Board.

† See page 32.

**SEPTEMBER EXAMINATIONS**

Admission examinations are offered by the College in September as heretofore. In general these examinations are open to those candidates only who propose to enter the current September.

**SCHEDULE OF EXAMINATIONS  
SEPTEMBER, 1912****TUESDAY, SEPTEMBER 17.**

8.30-10.30 A. M.	Algebra.
10.45-12.30	Plane Geometry.
1.30- 3.15 P. M.	Botany, Chemistry, Physics, Music.
3.30- 5.30	History (Ancient, American, English).

**WEDNESDAY, SEPTEMBER 18.**

8.30-10.30 A. M.	Cicero and sight translation of prose.
10.45-12.45	Vergil and sight translation of poetry.
2.30- 4.30 P. M.	Latin Grammar and Prose Composition.

**THURSDAY, SEPTEMBER 19.**

8.30-12.30 A. M.	English Composition and Literature.
2.00- 4.30 P. M.	French (minimum).
"	German (minimum).
"	Greek (minimum).

**FRIDAY, SEPTEMBER 20.**

8.30-10.00 A. M.	Greek Grammar.
10.15-11.45	Greek Prose Composition.
8.30-12.00	German (maximum).
2.00- 3.00 P. M.	Anabasis.
3.00- 4.30	Iliad.
2.00- 5.30	French (maximum).

**ADMISSION BY CERTIFICATE**

Any school whose equipment and curriculum enable it to prepare students for the freshman class, upon complying with the regulations stated below, may receive the right to give a certificate of scholarship which shall exempt the candidate from college examinations for admission in the subjects satisfactorily covered by the certificate.

**RIGHT OF CERTIFICATION**

Any school in New England desiring the right of certifica-

tion should apply to the Secretary of the New England College Entrance Certificate Board, Prof. Nathaniel F. Davis, 159 Brown Street, Providence, R. I., before April first of the year in which it is proposed to make use of the privilege.

Any school outside New England desiring the right of certification should apply to the Dean of the College between October first and March first of any year.

In response to this application a blank form will be sent, which the principal is requested to fill out and return, sending with it a catalogue or circular of the school. *Specimen laboratory notebooks* must be submitted before science courses will be approved.

*During the interval between March first and October first applications for the right of certification will not be considered by the Board of Admission.*

In case the credentials of the school are approved by the Board of Admission, the right of certification is given for three years. At the expiration of this time the renewal of the right will depend upon the number of students sent during the three years either to Wellesley College or to some other college of equal rank, and upon the character of the preparation of these students as shown by their college record. The right of certification may be withdrawn at any time from a school which fails to give complete and satisfactory preparation.

#### CERTIFICATE OF SCHOLARSHIP

1. After a school has received the right of certification, the principal must present, upon a blank form furnished by the College, a certificate of scholarship for each candidate. Certificate blanks will be sent about April first to the principals of all accredited schools having candidates registered for the current year.

2. These certificates and laboratory notebooks must be forwarded in time to be received at the College *by July first*. On or before August first each candidate will be informed of the decision with regard to her certificate. Certificates re-

ceived *after July first* may be refused and in any case the decision will be necessarily delayed to the great disadvantage of the candidate.

3. All certificates must show distinctly that the candidate has met in detail the requirements as published in the current Calendar. Whenever any variation has been allowed, the work done must be specifically stated and offered as an equivalent, to be accepted or refused. *Attention is called to the division of the admission subjects into Preliminaries and Finals stated on page 25, and to the regulation in regard to the time of examination in "Finals."*

4. All certificates must be signed by the principal of the school, and countersigned by the assistants who have instructed the candidate.

5. Partial certificates from two accredited schools will not be accepted for the admission of a candidate, unless permission has been obtained from the Board of Admission.

6. All work completed after July first must be tested by examination at the College in September. Certificates for such work will not be accepted.

7. The candidate who has received the certificate of a principal will not be exempt from the examinations for admission in any particular subject, unless her certificate shows that she has satisfactorily accomplished the full amount of work required in that subject. Any student whose certificate is found on July first to be seriously deficient, may be refused the privilege of taking examination the following September.

#### **ADMISSION TO ADVANCED STANDING**

Candidates for advanced standing must fulfill the requirements for admission to the freshman class, and must also be prepared to be examined in the required studies previously pursued by the class which they wish to join, and in a sufficient number of electives to give full standing with that class.

Such candidates, if they come from other colleges, may present certificates of college work, but should clearly understand

that these do not necessarily exempt them from examinations. Each candidate should apply for a statement of the credentials which she will need to present. These credentials are due not later than July first. Candidates for advanced standing whose credentials admit them to *Junior or higher rank*, will take precedence of candidates for the freshman class in the assignment of rooms.

All correspondence should be addressed to the Dean of the College.

Candidates are referred to page 23 for the general statement as to the time at which applications should be made.

#### **ADMISSION OF CANDIDATES FOR THE M.A. DEGREE**

Candidates for the degree of Master of Arts must be graduates of Wellesley College or of other institutions of satisfactory standing, and must present adequate credentials of their ability to carry on the work for the M.A. degree.

Applications for admission as graduate students should be made upon forms which will be furnished by the Dean on request. It is desirable that the application be sent by May first of the year in which the student proposes to enter. It should be accompanied by records of standing, and, if possible, by papers and reports of work.

A matriculation fee of five dollars is payable when a student is accepted as a candidate for the Master's degree; for a graduate student without a scholarship it will be deducted from the first tuition fee; for a graduate student with a scholarship it will be deducted from the diploma fee. The diploma fee of twenty-five dollars is payable when the degree is received.

Thirty scholarships, as described on page 144, are open to accepted candidates for the M.A. degree, not residing in college buildings. Candidates who secure places in college buildings must pay the full charge for board and tuition.

Circulars containing full information for graduate students will be sent on application to the Dean. For requirements for the M.A. degree see p. 139.

### ADMISSION OF STUDENTS NOT CANDIDATES FOR A DEGREE

Opportunities for special study are offered to students who are not candidates for a degree, but are qualified to undertake college work.

Applicants who give satisfactory evidence of ability to pursue advanced courses of study may be admitted at the discretion of the Board of Admission, provided that they satisfy the requirements of the departments which they propose to enter. It will be noted that opportunities of prosecuting work along special lines are thus open to persons of experience and success in teaching who possess the requisite qualifications for admission to college classes.

Applicants of less maturity and acquirement are not ordinarily admitted, but if such desire admission they must expect to meet, by examination or by certificate from an accredited school, the requirements prescribed for admission to the freshman class, or a full equivalent for them and to satisfy such additional requirements as are prescribed by the departments which they propose to enter. Specific statements of these requirements in Music will be found on page 124; in Physical Education on page 106. In 1913 and thereafter candidates for admission to the department of Physical Education must offer Chemistry or Physics as one of the fifteen points required for admission.

All courses, graduate as well as undergraduate, are open to special students, subject to the conditions stated by the various departments; but every such student is expected to choose a primary subject to which she should devote the greater part of her time. A student who creditably completes a prescribed group of courses will be granted a certificate.

As the capacity of halls of residence is not sufficient for candidates for degrees, special students cannot be lodged in the college buildings. Comfortable homes may be found in the village at about the same expense as in college houses.

All correspondence should be addressed to the Dean of the College.

## COURSES OF INSTRUCTION

The following Courses of Instruction are offered by the several departments. The College reserves the right to withdraw the offer of any course not chosen by at least six students.

All courses are classified in grades I, II, III; grade I including elementary courses and grade III the most advanced courses. The Roman numeral following the title of a course indicates the grade to which it belongs.

### CLASSICAL ARCHAEOLOGY

ASSOCIATE PROFESSOR: ALICE WALTON PH.D.

#### 1. Introduction to Classical Archaeology. III.

*Open to juniors and seniors who have completed two full courses in either Art, or Greek, or Latin, or who have completed one full course and are taking a second in any of these three departments. Three hours a week for a year.*

Miss Walton.

The course will present the principles of the development of Greek and Roman Art, as expressed in sculpture and the minor arts, such as vases, coins, gems, and painting. The treatment will be by periods, not by subject, and the work of the fifth and fourth centuries will be especially emphasized. In 1911-1912 more attention will be paid to the prehistoric (Cretan and Mycenæan) and archaic periods than to the Hellenistic and Roman periods. In 1912-1913 the reverse method will be followed.

#### \*‡3. Topography of Greek sites with special reference to Athens. III.

*Open to students who have completed three full courses in Greek. Three hours a week for the first semester.*

Miss Walton.

The work will be based upon the text of Pausanias, in which there will be practice in rapid reading, besides close study of architectural history based on certain portions.

\* Not offered in 1911-1912.

† Archaeology 3-4 and Latin 15-18 are not usually given in the same year.

\*‡4. History of Greek Ceramics. III.

*Open to students who have completed course 1 or 3. Three hours a week for the second semester.*

Miss Walton.

So far as possible, the work will be illustrated by the vase collection in the Boston Museum of Fine Arts.

### ART

PROFESSOR: ALICE VAN VECHTEN BROWN.

ASSOCIATE PROFESSOR: EDITH ROSE ABBOT.

ALICE WALTON, PH.D.,

ASSOCIATE PROFESSOR OF ARCHAEOLOGY.

INSTRUCTORS: ELIZA JACOBUS NEWKIRK, M.A.,  
MABEL TIDBALL.

CURATOR: NANCY MAY POND, B.S., B.L.S.

1. History of Architecture from the Classic Period through the Renaissance. II.

*Open to students who have completed course 3. Three hours a week for a year.*

Miss Newkirk.

The aim of this course is to give a general view of the development of styles and a thorough understanding of their essential elements, both constructive and decorative.

First semester: Introduction to the subject and history of Architecture from the Classic to the Gothic periods. Second semester: Architecture of the Gothic and Renaissance periods.

Text-book: *History of Architecture*, A. D. F. Hamlin.

2. Classical Sculpture (Archæology 1). III.

*Open to juniors and seniors who have completed two full courses in either Art, or Greek, or Latin, or who have completed one full course and are taking a second in any one of these three departments. Three hours a week for a year.*

Miss Walton.

The course will present the principles of the development of Greek and Roman Art, as expressed in sculpture and the minor arts, such as vases, coins, gems, and painting. The treatment will be by periods, not by subject, and the work of the fifth and fourth centuries will be especially emphasized. In 1911-1912 more attention will be paid to the prehistoric (Cretan and

\* Not offered in 1911-1912.

† Archæology 3-4 and Latin 15-18 are not usually given in the same year.

Mycenæan) and archaic periods than to the Hellenistic and Roman periods. In 1912-1913 the reverse method will be followed.

3. History of Italian Painting through the Fifteenth Century. I.

*Open to freshmen by permission, to sophomores and juniors without prerequisites. Three hours a week for a year.*

Miss Abbot.

The course will lay special emphasis on the qualities of composition and the analysis of individual paintings for the development of artistic appreciation.

Subject: As introduction, Early Christian and Byzantine art; schools of the thirteenth and fourteenth centuries; Renaissance movement from Masaccio to its culmination. Schools of Siena, Umbria, and Venice through the fifteenth century.

Syllabus: *Outline of Italian Painting through the Fifteenth Century*, by William Rankin.

4. Certain Phases of Italian Renaissance Architecture. III.

*Open to students who have completed or are taking course 2 (Archæology 1). Three hours a week for a year.*

Miss Newkirk.

The aim of this course is to offer more detailed study of a special period, and to give training in the direction of research work.

First semester: Introductory study of the great domical buildings of the Classic and Byzantine styles, and detailed work on the domical churches of the Italian Renaissance. Second semester: Palace and Villa Architecture of the Renaissance period in Italy.

Many of the reference books for the second semester's work must be consulted in the Boston Public Library.

10. History of Italian Painting during the High Renaissance.

III.

*Open to students who have completed or are taking course 2 (Archæology 1). Three hours a week for a year.*

Miss Brown.

In this course critical study will be given to the position and quality of the following artists: Leonardo, Michelangelo, Raphael, Correggio, Giorgione, Titian, Tintoretto and Veronese.

Critical and artistic study of photographs is required, and an understanding of the methods used by Crowe and Cavalcaselle, Morelli, Berenson and other critics.

13. Outline Course in the History of Art. II.

*Open to seniors only. Three hours a week for a year. No prerequisites.*

Miss Brown, Miss Abbot.

This course furnishes an outline of the general development of styles in Architecture, Sculpture, and Painting, and aims to give a general knowledge and aesthetic appreciation of important monuments.

5. Studio Practice. I.

*Open to sophomores, juniors, and seniors. No prerequisites. One hour a week for a year. (Three hours of studio practice.)*

Miss Newkirk.

First semester: modeling, sketching. Second semester: drawing, sketching.

14. Studio Practice. II.

*Open by permission of the instructor to students who have completed course 5. One hour a week for a year. (Three hours of studio practice.)*

First Semester, Miss Brown.

Second Semester, Miss Tidball.

First semester: drawing, sketching. Second semester: color work.

15. Studio Practice. II.

*Open by permission of the instructor to students who are taking or have completed course 14. One hour a week for a year. (Three hours of studio practice.)*

First Semester, Miss Brown.

Second Semester, Miss Tidball.

First semester: drawing, sketching. Second semester: color work.

16. Studio Practice. II.

*Open by permission of the instructor to juniors and seniors who have completed course 14. Two hours a week for a year. (Six hours of studio practice.)*

First Semester, Miss Abbot.

Second Semester, Miss Tidball

First semester: drawing and design, preparatory to the second semester's work. Second semester: drawing from life; and design at the discretion of the instructor.

#### †18. Graduate Course in Italian Painting. III.

*Open to graduates who have completed course 10 or its equivalent.*

The course is intended to train in methods of attribution.

**GENERAL NOTES.**—Studio courses may be taken independently of the History of Art and will count toward the degree if one or more courses in the History of Art are taken before graduation. After one course in the History of Art has been completed, three hours of studio work as indicated in 5, 14, 15, 16, above, equivalent to nine hours of studio practice, may count toward the degree; *four hours of studio work*, equivalent to twelve hours of studio practice, may so count, if *six hours* in the History of Art have been completed.

Students in art courses are required to use laboratory methods, examining and comparing, sketching or describing, the photographs used in illustration.

Previous preparation in drawing is not required.

N. B. Any student who desires to give yearly the time of one full course to studio work throughout her college course may do so by spending five years in college before taking her degree, instead of four.

The art library is open to students from 8.15 to 5.30 daily, and from 7.15 to 9.15 in the evening.

## ASTRONOMY

**PROFESSORS:** SARAH FRANCES WHITING, Sc.D.,  
ELLEN HAYES, B.A.

**ASSISTANT:** LEAH BROWN ALLEN, B.A.

**GRADUATE ASSISTANT:** MARY WOOD DALEY, M.A.

**CURATOR:** ELIZABETH PHEBE WHITING.

#### 1. Physical Astronomy. II.

*Open to juniors, seniors, and to sophomores who have completed Physics I or an equivalent. Three hours a week for a year.*

Miss Whiting, Miss Allen.

A general survey of present knowledge of the universe, and of the methods by which this knowledge has been obtained.

† Withdrawn for the current year.

Special emphasis upon astrophysics. One third of the course consists of observation of the heavens with the naked eye and equatorial telescope, work with the spectroscope, with the ephemeris, charts and photographs of the moon and stars.

**2. General Astronomy. II.**

*Open to students who have completed Pure Mathematics 1.  
Three hours a week for a year.*

Miss Hayes, Miss Daley.

This course offers a systematic treatment of the fundamental facts and principles relating to planetary and stellar phenomena, illustrated and supplemented by practical exercises. Opportunity is given for work at the observatory with the clocks and equatorial telescopes. Study of the moon is continued throughout the year, and an extended series of naked eye observations is made of the positions of one planet.

**3. Practical Astronomy. III.**

*Open to students who have completed course 2 and who have completed or are taking course 1 in Applied Mathematics.  
Three hours a week for a year.*

Miss Hayes.

Work at the observatory with clock, chronograph, sextant, surveyor's transit, prismatic transit, equatorial telescope.

Text-book: Campbell's *Practical Astronomy*.

**†4. Celestial Mechanics. Observatory Work. III.**

*Primarily for graduate students who have completed course 3, or an equivalent. Three hours a week for a year.*

Miss Hayes.

The course will include the development of the theory of a parabolic orbit, and the determination of one such orbit, with special training in computing.

The practical work of course 3 will be continued.

**5. Elementary Astrophysics. III.**

*Primarily for graduate students who have had at least one year of Astronomy. Three hours a week for a year.*

Miss Whiting.

The use of instruments and consultation of original memoirs in the study of astronomical spectroscopy, variable stars, the solar and planetary surface, measurement of photographic plates.

† Withdrawn for the current year.

**6. Variable Stars. III.**

*Open to graduate students who have completed or are taking course 5. One hour a week for a year.*

Miss Whiting.

A study of the history and theories of variable star astronomy, observation of variable stars with the telescope and photographic plate, calculation of light curves and periods.

**7. Modern Cosmology. III.**

*Open to students who have completed one course in Astronomy. Three hours a week for a year.*

Miss Hayes,

A non-mathematical course designed to give an outline of the evidence underlying the present theories concerning the major features in the evolution of stellar and planetary bodies.

## **BIBLICAL HISTORY, LITERATURE AND INTERPRETATION**

**PROFESSOR: ELIZA HALL KENDRICK, PH.D.**

**ASSOCIATE PROFESSOR: ADELAIDE IMOGENE LOCKE, B.A., S.T.B.,**

**FOR GREEK TESTAMENT:**

**ANGIE CLARA CHAPIN, M.A., PROFESSOR OF GREEK.**

**INSTRUCTORS: ¶KATRINE WHEELOCK, B.D.,**

**ELEANOR DENSMORE WOOD, M.A.,**

**MURIEL STREIBERT, B.A., B.D.,**

**HELEN HAWLEY NICHOLS, PH.D.**

### **I. Biblical History**

The requirement in Biblical History for a degree is met by taking courses 1 or 10, and *one* of the following courses: 3, 4, 5, 6, 8, 12.

**1. Studies in Hebrew history from the settlement of Canaan to the Roman Period. I.**

*Required of sophomores. Two hours a week for a year.*

Miss Nichols.

**10. The Development of Thought in the Old Testament. I.**

*Open to sophomores. Three hours a week for a year.*

Miss Locke, Miss Streibert.

It is the purpose of this course to offer studies in the development of thought in the Old Testament, as shown in the prophetic, priestly and wisdom literature. There will be included

¶Absent on leave.

such historical study of Hebrew national life and such presentation of the literary problems connected with the Old Testament writings as are necessary to make intelligible the development of Jewish thought.

This course counts as equivalent to course 1 and a one-hour elective.

**3. The Development of Thought in the New Testament. II.**

*Open to students who have completed course 1 or 10. Three hours a week for a year.*

Miss Kendrick.

It is the purpose of this course to offer studies in the essential teachings of Christianity as represented by the several New Testament writers. There will be included such historical study of New Testament times and such presentation of the questions of New Testament introduction as are necessary to make intelligible the development of Christian thought.

**4. The Life of Christ. II.**

*Open to students who have completed course 1 or 10. Two hours a week for a year.*

Miss Wood.

Aim: (1) To study the environment of Christ in the government, institutions, manner of life, ideals and literature of the Jewish people of his time.

(2) To follow the unfolding of His life from the historical point of view.

(3) To study the teachings of Christ: (a) in their historical connections as far as possible; (b) topically.

(4) To become acquainted with the leading problems regarding the person and work of Christ, with different points of view, and with the best literature on the subject.

**5. Greek Testament I. Text study of the Gospels. II.**

*Open to students who have completed course 1 or 10 and Greek 1. Two hours a week for a year.*

Miss Kendrick.

First semester, the synoptic Gospels; second semester, the Gospel of St. John. Lectures and readings.

**\*6. Greek Testament II. Studies in the life and literature of the Apostolic Age. II.**

*Open to students who have completed course 1 or 10 and Greek 1. Two hours a week for a year.*

Miss Chapin.

\*Not offered in 1911-1912.

Readings from the book of Acts, the Epistles, and the early extra-canonical literature in Greek.

**7. Sources of New Testament Greek in the Septuagint. III.**

*Open to students who have completed course 5. One hour a week for a year.*

Miss Chapin.

Quotations from the Old Testament in the New; lectures. Illustrative readings, chiefly from the Psalms in Greek.

**‡8. The Life of Paul. II.**

*Open to students who have completed course 1 or 10. Two hours a week for the first semester.*

Miss Wood.

A study of the life and writings of Paul. The themes treated: Paul's environment and the influences affecting him; the facts of his life; the contents of his writings; his conception of Christianity; his influence in the church.

**‡12. The Johannine Literature. II.**

*Open to students who have completed course 1 or 10. Two hours a week for the second semester.*

Miss Wood.

The course is in two parts:—

I. Special. Exegetical study of the Fourth Gospel.

II. General. The Johannine literature as a whole. The relation of the Fourth Gospel to the narrative of the synoptic writers, and to the Christology of Paul.

**9. History of Religions. III.**

*Open to students who have completed two courses in Biblical History. Three hours a week for a year.*

Miss Locke.

Introductory study of primitive religions; followed by an outline comparative study of the rise and development of the leading historic faiths.

## II. Hebrew

**1. Elementary Hebrew. III.**

*Open to juniors and seniors. Three hours a week for a year.*

Miss Nichols.

The elements of Hebrew grammar, with practice in translation and the memorizing of a vocabulary.

†Given as semester course in the year 1911-1912.

During the third term reading of the book of Ruth and of stories selected from Genesis, Judges, or I Samuel.

At the end of the course the student should be able to read simple Hebrew and to use the language in the study of the Old Testament.

## BOTANY

**PROFESSOR:** MARGARET CLAY FERGUSON, PH.D.

**ASSOCIATE PROFESSORS:** KARL MCKAY WIEGAND, PH.D.,  
LINCOLN WARE RIDDLE, PH.D.,  
LAETITIA MORRIS SNOW, PH.D.

**INSTRUCTORS:** MARY CAMPBELL BLISS, M.A.,  
MAUDE CIPPERLY WIEGAND, B.A.,  
ALICE MARIA OTTLEY, M.A.,  
EMILY PAULINE LOCKE, M.A.,  
MABEL KEYES BABCOCK, B.A., M.S.

**ASSISTANT:** MARGARET HEATLEY, B.A.

**CURATOR:** MABEL ANNIE STONE, B.A.

**LABORATORY ASSISTANT:** MARY ADELINE STEVENS.

**GRADUATE ASSISTANT:** GLADYS EARLE, B.A.

### 5. Plant Studies. I.

*Open to freshmen and sophomores. Three hours a week for a year.*

Miss Ferguson, Miss Snow, Miss Bliss,  
Mrs. Wiegand, Miss Ottley, Miss Heatley.

This course is designed to bring the student into sympathy with the plant world, to cultivate the power of careful observation, to give a knowledge of the fundamental principles of plant life and plant breeding. The structure and development of certain plants are studied from seed germination to fruit formation, and the more simple problems connected with the adjustment of plants to their surroundings are investigated. Students are trained to know the herbaceous plants in their spring condition, to recognize the early flowers, and to know our common trees both in their winter and in their summer aspect.

### 1. General Botany. II.

*Open to juniors and seniors, and to sophomores who have completed course 5 or its equivalent. Three hours a week for a year.*

Miss Ferguson, Mr. Wiegand,  
Mr. Riddle, Miss Snow.

This course treats of plant structures, plant physiology, the relation of plants to their environment, and the evolution of the plant kingdom. A certain amount of field work accompanies the laboratory studies.

2. Taxonomy of the Algae, Bryophytes, and Pteridophytes. III.

*Open to students who have completed course 1. Three hours a week for a year.*

Mr. Riddle.

A critical study of the structure and development of the Algae, and of the taxonomy of Algae, Liverworts, Mosses, and Ferns, with practical experience in the collection and determination of these plants.

3. Taxonomy and Geographical Distribution of the Phanerogams. III.

*Open to students who have completed course 1. Three hours a week for a year.*

Mr. Wiegand, Mrs. Wiegand.

A study of the genetic relationships and distribution of flowering plants conducted both in the laboratory and in the field. The course aims to give the student an acquaintance with the local flora, and independence in the determination of plants by the use of manuals and keys.

4. Bacteria, Yeasts and Moulds in the Home. II.

*Open to students who have completed one full course in Botany or Chemistry or Zoology. One hour a week for a year.*

Mr. Riddle, Miss Snow.

This course is devoted to a consideration of bacteria, yeasts, and moulds in their relation to the affairs of daily life; special emphasis is placed on the importance of these organisms in the household, their connection with water and milk supplies, and with the preservation of foods.

7. Plant Problems. III.

*Open to graduate students. Three or six hours a week for a year.*

Miss Ferguson, Mr. Wiegand, Mr. Riddle, Miss Snow.

This is primarily a laboratory course, but a definite weekly appointment is made with each student for a report of the papers read and of the progress of her study; and a final paper or thesis embodying the results of her investigations is required. A special problem in one of the following subjects is assigned to each student: embryology, histology, physiology, ecology, taxonomy.

**12. Horticulture and Landscape Gardening. II.**

*Open to students who have completed course 1 or its equivalent.  
Three hours a week for a year.*

Miss Babcock.

This course aims to cultivate the appreciation of outdoor art, and at the same time to give such a knowledge of the cultivated plants and of the art and science of horticulture and landscape gardening as will enable the student to carry on gardening for pleasure or profit, and also to act as director of school and municipal gardens.

**13. Comparative Morphology, Histology, and Embryology.  
III.**

*Open to juniors and seniors who have completed course 1.  
Three hours a week for the year.*

Miss Ferguson, Miss Locke.

Preliminary studies of the structure, development, and contents of the vegetable cell, nuclear and cell division, tissue formation. Especial emphasis is placed on tracing the development and homologies of sporogenous, reproductive, and embryological organs, and on the problems of evolution and inheritance. In connection with these studies, practical exercises are given in the most approved methods of cytological and histological technique.

**14. Botanical Seminary. III.**

*Required of graduate students, and open to seniors by permission.  
One hour a week for the year.*

Miss Ferguson.

Readings and discussions of current literature; reports of problems under investigation; studies in the historical development of some phase of botanical knowledge.

**CHEMISTRY****PROFESSOR: CHARLOTTE FITCH ROBERTS, PH.D.****ASSOCIATE PROFESSOR: CHARLOTTE ALMIRA BRAGG, B.S.****INSTRUCTOR: LOUISA STONE STEVENSON, PH.D.****ASSISTANT: JENNIE TILT, M.A.****CURATOR: MARY MARIAN FULLER.****1. General Chemistry. Lectures and laboratory work. I.***Open to all undergraduates. Three hours a week for a year.*  
Miss Bragg, Miss Stevenson.

Course 1 is for beginners in Chemistry, and is intended to familiarize the student with the important properties of the elements and their compounds, with their modes of preparation, and with such tests as shall lead up to the study of systematic Qualitative Analysis; also to present the laws governing chemical reactions, the meaning of chemical equations, and the more recent theories adopted in the science.

**2. Qualitative Analysis. II.***Open to students who have completed course 1 or 4. Three hours a week for the first semester.*

Miss Tilt.

This course supplements course 1 by presenting more in detail the properties and characteristic reactions of the metallic elements. Practical methods of separating and recognizing the elements present in mixtures are taught, and the progress of the student is constantly tested by the examination of substances, the composition of which is unknown to the student.

**4. Advanced General Chemistry. I.***Open to students who have met the admission requirement or its equivalent. Three hours a week for a year.*

Miss Roberts, Miss Tilt.

The course aims to give a thorough knowledge of the fundamental principles of the science, and to take up, so far as time allows, subjects of interest and importance in daily life.

**5. Quantitative Analysis. II.***Open to students who have completed course 2. Three hours a week for the second semester.*

Miss Tilt.

In this course a few typical processes involving both volumetric and gravimetric methods are taught, to illustrate the general principles of Quantitative Analysis.

## 6. Air, Water, and Food Analysis. III.

*Open to students who have completed courses 1, 2, 5, and 7.  
Three hours a week for the first semester.*

Miss Bragg.

## 7. Organic Chemistry, with laboratory work in organic preparations. III.

*Open to juniors and seniors who have completed or are taking course 2. Three hours a week for a year.*

Miss Roberts, Miss Stevenson.

## 8. Theoretical Chemistry. III.

*Open to seniors who have completed or are taking course 7.  
Three hours a week for the second semester.*

Miss Roberts.

## 9. Selected Subjects in Theoretical and Physical Chemistry, with laboratory work in the determination of vapor densities and molecular weights. III.

*Open to seniors and graduates who have completed or are taking course 8. Three hours a week for a semester.*

Miss Roberts.

## 10. Advanced Laboratory Course: Special Work in Organic Preparations, or Problems of Food Analysis, or Advanced Analytical Chemistry. III.

*Open to seniors and graduates. Three hours a week for a semester.*

Miss Roberts.

The subject treated each year is arranged on consultation with the department.

Courses 9 and 10 will not ordinarily be given the same year.

## †11. Historical Chemistry. II.

*Open to students who have completed course 1 or 4. Three hours a week for the first semester.*

Miss Roberts.

This course treats of the beginnings of Chemistry, and its development to modern times. It includes a study of the work of the alchemists, and of the lives and discoveries of the more prominent founders of the science.

†Withdrawn for the current year.

**12. Elementary Inorganic Chemistry. I.**

*Open only to students in the Department of Hygiene and Physical Education. Three hours a week for the second semester.*

Miss Stevenson.

The course deals with the most common of the elements, and although it is largely descriptive in its character, the fundamental principles of Chemistry are emphasized and illustrated both in the lectures and laboratory work.

**ECONOMICS AND SOCIOLOGY**

PROFESSOR: <sup>¶</sup>KATHARINE COMAN, PH.B.

ASSOCIATE PROFESSOR: EMILY GREENE BALCH, B.A.

INSTRUCTORS: <sup>¶</sup>ANNA YOUNGMAN, PH.D.,

HAZEL KYRK, PH.B.,

FRANCIS STUART CHAPIN, PH.D.

**1. Elements of Economics. .**

*Open to sophomores, juniors, and seniors, but intended primarily for sophomores. Three hours a week for the year.*

Miss Kyrk.

An introductory course designed to give the student acquaintance with economic facts and training in economic reasoning. Illustrations will be drawn from actual observation of the conditions determining prices, land values, wages, profits, and standards of living. In the second semester, certain legislative problems relating to currency, banking, the tariff, etc., will be discussed in class.

**2. Industrial History of the United States. III.**

*Open to juniors and seniors who have completed one course in Economics. Three hours a week for a year.*

Mr. Chapin.

A study of our national development in its material and social aspects, accompanied by a critical review of economic legislation. Coman's *Industrial History of the United States* will serve as a guide in class discussion. Each student will undertake to investigate a special phase of the general subject.

**\*3. Industrial History of England. II.**

*Open to students who have completed or are taking course 1 or 15. Three hours a week for the first semester.*

Miss Balch.

<sup>¶</sup>Absent on leave.

\*Not offered in 1911-1912.

A study of the evolution of industrial forms, more especially of villeinage, gilds, domestic manufacture, the factory system, capitalist farming, and modern commerce.

4. Socialism. III.

*Open to juniors and seniors who have completed one course in Economics. Three hours a week for the first semester.*

Miss Balch.

A critical study of modern socialism, including the main theories and political movements. Special attention will be given to Karl Marx, and selected parts of *Capital* will be read by the class. A reading knowledge of French and German is desirable but not indispensable.

\*5. Statistical Study of Certain Economic Problems. III.

*Open to juniors and seniors who have completed two courses in Economics. Three hours a week for the first semester.*

Miss Youngman.

The course is introduced by lectures on the principles of statistical research. Each member of the class undertakes the investigation of a particular problem, and reports the results of her inquiry in the form of a final paper. Emphasis is placed upon the critical examination of statistical methods.

6. Social Economics. III.

*Open to seniors (and by special permission to juniors) who have completed one course in Economics. Three hours a week for the first semester.*

Miss Balch.

A study of the dependent, defective, and delinquent classes, accompanied by discussion of methods of dealing with each. The class will visit designated institutions.

7. Social Economics. III.

*Open to students who have completed course 6. Three hours a week for the second semester.*

Miss Balch.

A discussion of methods of meeting certain normal social needs such as housing, sanitation, education, and recreation, accompanied by a critical discussion of the principles and actual boundaries of self-help and collective action. The North End of Boston is used as a field of observation.

\*Not offered in 1911-1912.

**\*8. Labor Movement in the Nineteenth Century. III.**

*Open to students who have completed or are taking course 1 or who have completed course 15. Three hours a week for the second semester.*

Miss Balch.

A study of methods of meeting the difficulties of the modern industrial situation. Especial attention will be paid to labor legislation, factory inspection and the organization of labor.

**\*9. An Introduction to General Sociology. III.**

*Open to juniors and seniors who have completed two courses in Economics. Three hours a week for a year.*

Miss Balch.

A study of facts and theories of social development, and more especially of the growth of institutions, such as the family, the state, law, and property.

**10. Immigration. III.**

*Open to juniors and seniors who have completed one course in Economics. Three hours a week for the second semester.*

Miss Balch.

A study of immigration into the United States, the race elements represented, and their geographical distribution, the social, political, and economic influence of our foreign populations, the history of restrictive legislation, and the arrangements thus far provided for the reception and care of aliens.

**12. The Trust Problem. III.**

*Open to juniors and seniors who have completed one course in Economics. Three hours a week for the second semester.*

Miss Kyrk.

This course will deal with the various forms of monopolistic organization, the growth of the movement toward large scale production, the history of characteristic combinations, federal and state legislation and judicial decisions relating to the subject, the alleged advantages and evils of trusts, and proposed remedies for the latter. Each student will make a more special study of one of the great combinations.

**14. Municipal Socialism. III.**

*Open to juniors and seniors who have completed two courses in Economics. Three hours a week for the second semester.*

Mr. Chapin.

\* Not offered in 1911-1912.

This course is designed to follow course 4 and proposes a review of actual experiments, English, German, and American, in the way of municipalization of public service agencies. The legitimate relations between public and private corporations, the necessary limitations on franchises and other concessions, and the results of foreign experience are discussed. To each student is assigned for individual study an important American city.

15. History of Economic Theory. II.

*Open to juniors and seniors. Three hours a week for the first semester.*

Mr. Chapin.

A discussion of the development of economic thought, especially during the eighteenth and nineteenth centuries, in relation to industrial and social conditions. The reading will include Mun, Turgot, Adam Smith, Malthus, and Ricardo in the *Economic Classics* series and a considerable part of J. S. Mill's *Principles of Political Economy*.

16. Money and Banking. III.

*Open to juniors and seniors who have completed one course in Economics. Three hours a week for the first semester.*

Miss Kyrk.

The course deals mainly with the principles of money and banking, but it is also designed to give the student some acquaintance with the history and chief characteristics of typical modern systems of banking.

17. Economics of Consumption. III.

*Open to juniors and seniors who have completed two courses in Economics. Three hours a week for the first semester.*

Miss Balch.

This course will deal with both theoretical and practical aspects of the use of wealth. Some or all of the following topics will be discussed: the division of public and private incomes between use as capital and use for immediate consumption (functions and limits of saving), "Engel's laws," standards of living, workingmen's budgets and the minimum wage, Veblen's theory of conspicuous consumption, the rôle and social limits of luxury, final utility and its relation to expenditure. The function of women in directing household expenditure will be considered throughout.

## 18. Conservation of our Natural Resources. III.

*Open to juniors and seniors who have completed two courses in the department. Three hours a week for the second semester.*

Mr. Chapin.

A consideration of the wastes involved in the exploitation of forests, mineral resources, soil and water power, and the means proposed for scientific conservation. The work of the Department of Agriculture, the Bureau of Forestry, the Reclamation Service, the Bureau of Mines, etc., will be studied in detail.

## \*19. The Distribution of Wealth. III.

*Open to juniors and seniors who have completed courses 1 or 15. Three hours a week for the second semester.*

Miss Youngman.

A discussion of the principles regulating wages, interest, and rent. The course will involve a critical and comparative examination of the distributive theories of such leading exponents of the classical school, as Ricardo, Mill, and Cairnes, and of certain important economists of the present day.

## EDUCATION

PROFESSOR: † ANNA JANE MCKEAG, PH.D.

LECTURER: JOHN FRANKLIN BROWN, PH.D.

INSTRUCTOR: || DAGNY GUNHILDA SUNNE, PH.D.

ASSISTANT: ETHEL ANDEM, M.A.

## 6. Introductory Course in Education. II.

*Open to juniors who have taken or who are taking the required course in Philosophy, and to seniors. Three hours a week for a year.*

First Semester, Miss McKeag.

Second Semester, Miss Sunne.

(a) Modern Educational Theories and Practices. A general view of the great movements in education since Comenius. (First Semester.)

(b) Principles of education. A study of the educative process, with a consideration of educational values, the hygiene of instruction, periods of development in the life of the child, and special problems of the high school and the elementary school in the United States. (Second semester.)

\* Not offered in 1911-1912.

† Resigned, to take effect at the beginning of the second semester.

|| For the second semester.

**2. Advanced Course in the History of Education. III.**

*Open to seniors who have completed course 6 and to graduates.  
Three hours a week for a year.*

Mr. Brown.

An intensive study of selected periods in the history of education.

**3. Problems in Education. III.**

*Open to seniors who have completed course 6 and to graduates.  
Three hours a week for a year.*

First Semester, Miss McKeag.

Second Semester, \_\_\_\_\_

The subject-matter of this course will vary from year to year in accordance with the equipment and needs of students. The topics for study will be chosen from the field of experimental or statistical investigation or from that of the general science of education.

**4. Secondary Education. III.**

*Open to graduates who have completed a full course in Education. Three hours a week for a year.*

Mr. Brown.

This course aims to present the history and principles of secondary education, with special reference to the high schools of the United States. A study will be made of approved methods of teaching English, foreign languages, sciences, mathematics, and history in high schools. Opportunity will be given for observation of the work of specially successful high school teachers in the subject which the student expects to teach.

In connection with this course the Department of Education requires a semester of systematic practice teaching in a high school, to be done as independent work, under the guidance of the Department and with the co-operation of the principal of the high school.

**ELOCUTION****PROFESSOR: MALVINA BENNETT, PH.B.****ASSISTANT: LILLIAN DROUET, B.A.****1. Training of the Body and Voice. I.**

*Open to sophomores, juniors, and seniors. Two hours a week for a year.*

Miss Bennett, Miss Drouet.

Body: poise and bearing. Voice, articulation. Text-book: King's *Graduated Exercises in Articulation*. Reading with special reference to a good use of the voice and clear, direct giving of the thought. Recitations. Each division of this class will be subdivided into sections for laboratory work in voice under supervision.

Two recitations; one laboratory appointment each week.

**2. Training of the Body and Voice. Expression. II.**

*Open to students who have completed course 1, or an equivalent. Three hours a week for a year.*

Miss Bennett, Miss Drouet.

Voice culture; exercises for freedom of the body; gesture. Students are required to arrange for speaking selections from the best authors. One modern play studied.

The work is along the lines of course 1, only much more advanced.

The class will be divided into sections for two laboratory periods per week, one voice, one pantomime.

Three recitations; two laboratory appointments each week.

**3. Reading of Shakespeare. II.**

*Open to students who have completed courses 1 and 2, or to those who have completed or are taking English Literature 9; to others at the discretion of the department. Two hours a week for a year.*

Miss Bennett, Miss Drouet.

Analysis of characters; reading; scenes selected for memorizing and acting. Two plays studied.

Two recitations; one laboratory appointment each week.

**ENGLISH****I. English Literature**

PROFESSORS: KATHARINE LEE BATES, M.A.,  
VIDA DUTTON SCUDDER, M.A.,  
ALICE VINTON WAITE, M.A.

ASSOCIATE PROFESSORS: MARGARET POLLOCK SHERWOOD, PH.D.,  
LAURA EMMA LOCKWOOD, PH.D.,  
MARTHA HALE SHACKFORD, PH.D.,  
<sup>†</sup> CHARLES LOWELL YOUNG, B.A.,  
MARTHA PIKE CONANT, PH.D.

INSTRUCTORS: ELIZABETH CHURCH, M.A.,  
JOSEPHINE HARDING BATCHELDER, M.A.

ASSISTANT: FLORENCE CONVERSE, M.A.

GRADUATE ASSISTANT: ELEANOR TEMPLE HORNE, B.A.

**1. Outline History of English Literature. I.**

*Open to freshmen, sophomores, and juniors. Three hours a week for a year.*

Miss Conant, Miss Church.

The object of this course is to give the student a general survey of English literature and to prepare the way for more specialized work. The course is conducted by lectures and critical studies of selected masterpieces.

**\*2. American Authors. II.**

*Open to students who have completed or are taking course 1, and to all seniors. Three hours a week for a year.*

Mr. Young.

This course will attempt to give a comprehensive account of American literature. After a brief introductory study of the Colonial and Revolutionary background, the class will read in turn: (1) the literature of the Middle States; (2) of New England; (3) of the country at large since the Civil War, especially the South and the West. Stress will be laid in class room on the following writers: Cooper, Poe, Hawthorne, Holmes, Emerson, Thoreau, Lowell, Lincoln, and Walt Whitman.

<sup>†</sup> Absent on leave.

\* Not offered in 1911-1912.

**3. English Lyric Poetry. II.**

*Open to students who have completed or are taking course 1. Three hours a week for a year.*

Miss Conant.

This course considers the Elizabethan lyrics of Wyatt, Surrey, Sidney, Spenser, and Shakespeare; the lyrics of Donne, Herbert, Vaughan, Traherne, Herrick, and Lovelace; and Milton's lyrics as a final expression of the Renaissance. A brief survey completes the history of the English lyric. The course aims to study the life and personality of each poet; the historical background; and, chiefly, the essential beauty of these great lyrics as literature, thus developing a keener appreciation of the lyrical quality in poetry.

**4. Milton. II.**

*Open to students who have completed or are taking course 1. Three hours a week for a year.*

Miss Lockwood.

The primary object of this course is the critical study of Milton as a master in lyric, epic, and dramatic poetry, and as a writer of notable prose. The character and genius of the poet are considered as influenced by the political and religious conflict of the times. Special emphasis is placed on the comparison of Milton's work with that of other great writers who have used the same literary forms.

**5. The Literary History of Prose Forms in the Essay. II.**

*Open to students who have completed or are taking course 1. Two hours a week for the first semester.*

Miss Waite.

This course will consider the development of essay literature from the formal classicism of Bacon, through the satire of Swift, Defoe, and the pamphleteers to the familiar essay of Addison, Goldsmith, and Lamb, and the character essay in Leigh Hunt, Landor, and Thackeray.

**6. Victorian Prose. III.**

*Open to students who have completed course 1 and who have completed or are taking a second course. Three hours a week for a year.*

Miss Scudder.

This course will consider more especially the work of Dickens, Thackeray, George Eliot, Carlyle, Newman, Ruskin, Arnold,

and Morris. Attention will also be given to the historical background and to the work of minor men.

7. English Poetry of the Nineteenth Century. III.

*Open to students who have completed course 1 and who have completed or are taking a second course. Three hours a week for a year.*

Miss Sherwood.

This course considers the work of the great Georgian and Victorian poets in their relation to one another and to contemporary movements, political, social, ethical, and aesthetic. Extended study is given to Wordsworth and Coleridge; Shelley and Keats; Tennyson and Browning; with briefer readings from Byron, Scott, and Landor; Clough and Arnold; Rossetti, Morris, and Swinburne.

8. English Literature of the Fourteenth Century. II.

*Open to students who have completed or are taking course 1. Three hours a week for a year.*

Miss Shackford.

This course will include a chronological study of the major portion of Chaucer's work. Attention will be given to Chaucer's chief French and Italian sources, to contemporary English literature and social conditions. Special study will be put upon *Piers Plowman* and upon *The Pearl*.

9. English Drama through Shakespeare. III.

*Open to students who have completed course 1, and who have taken or are taking a second course. Three hours a week for a year.*

Miss Bates.

This course attempts to trace the dramatic evolution from the Easter Mystery to Shakespeare, to observe the structure and artistic principles of the Elizabethan drama, and to study closely a few of Shakespeare's plays, with reading and discussion of the others.

10. Historical Development of English Literature. III.

*Open to students who have completed courses 8 and 9, and have completed or are taking course 6 or course 7. Three hours a week for a year.*

Miss Scudder.

This course follows the development of English Literature from the earliest times to the present. It is designed to

supplement the more detailed courses already taken by a general survey which shall reveal causes and relations.

\*11. Modern Authors. III.

*Primarily intended for graduate students. Open to seniors only by special permission. Three hours a week for a year.*

Miss Scudder.

Two significant authors are chosen each year for close and comprehensive study. The authors considered in 1901-1902 were Ruskin and Morris; in 1903-1904, Wordsworth and Coleridge; in 1904-1905, Rossetti and Swinburne; in 1906-1907, Shelley and Browning.

12. Critical Problems of the Literature of the Fourteenth Century. III.

*Open to graduates and to approved seniors who have completed two earlier courses in the department. Three hours a week for a year.*

Miss Shackford.

This course aims to introduce students to some of the more important problems in the literature of Chaucer and of his contemporaries. Special effort will be made to investigate the differentiation of literary types in this era; the development of the resources of the language; the influence of foreign writers; the growth of a national spirit; and some of the vital questions of textual criticism.

\*13. Social Ideals in English Letters. II.

*Open to students who have completed or are taking course I. One hour a week for a year.*

Miss Scudder.

This course will trace the development of social thought in modern English Literature. Emphasis will be placed on the Georgian poets and on the Victorian essayists.

14. English Masterpieces. II.

*Open only to seniors who have completed no full course in English Literature, or course I only. Three hours a week for a year.*

Miss Batchelder.

This course is intended to develop a sympathetic appreciation of literature through the study of chosen masterpieces.

\* Not offered in 1911-1912.

**†15. Dryden and Pope. II.**

*Open to students who have completed or are taking course 1.  
Three hours a week for a year.*

Miss Church.

This course is intended to center on the personality, work, and influence of Dryden and Pope, while including a knowledge of important contemporary writers, and the social, political, and historical background.

**\*17. Development of English Prose Fiction to 1830. I.**

*Open to all students except freshmen. One hour a week for a year.*

Miss Sherwood.

The work will extend from the chivalric romance through the sixteenth-century experiments with new types, and the eighteenth-century development of the novel, to selected masterpieces of Jane Austen and of Scott.

**19. The Literary History of Verse Forms. II.**

*Open to students who have completed or are taking course 1.  
Two hours a week for the second semester.*

Miss Waite.

A brief summary of the theories of verse will lead into a study of ballads, blank verse and couplet, ode, sonnet, and other lyrical forms from Chaucer to the twentieth century.

**\*20. The poetry of Spenser. II.**

*Open to students who have taken or are taking course 1.  
Three hours a week for the second semester.*

This course includes the greater part of the *Faerie Queene* and all the minor poetry of Spenser.

**21. Introduction to Arthurian Romance. II.**

*Open to students who have completed or are taking course 1.  
One hour a week for a year.*

Miss Scudder.

The development of the Arthurian cycle, from the twelfth through the fifteenth century. Reading in translation of the chronicles and the early verse-romances; and in the original

† Withdrawn for the current year.

\* Not offered in 1911-1912.

form of English romances easily accessible, including Malory's *Morte Darthur*. Special emphasis on the cycle of the Holy Grail.

22. English Romanticism. III.

*Open to graduates and to approved seniors who have already completed two courses in the department. Three hours a week for a year.*

Miss Sherwood.

A study of the Romantic Movement, designed to bring out through investigation of selected works, certain phases of the relation of English to German literature, and of English to French literature, during the period of reaction in the late eighteenth century and the early nineteenth.

23. Critical Problems of Elizabethan Literature. III.

*Primarily for graduates, but open, by approval, to seniors who have completed course 9. Three hours a week for a year*

Miss Bates.

This course will attempt to give graduate training in literary investigation. To each student will be assigned some special problem of source, authorship or the like, which she will pursue till her conclusion is reached, reporting progress from week to week in the seminar. In the case of candidates for the Master's degree, their subjects will be related, when practicable, to their theses.

\*24. Critical Problems of American Literature. III.

*Open to graduates and to approved seniors who have already completed two courses in the department. Three hours a week for a year.*

Mr. Young.

The course is designed for the investigation by seminar method of advanced subjects in American Literature. The subject for common research in 1909-1910 was the history of New England Transcendentalism; in 1910-1911, the work of the Concord group.

\* Not offered in 1911-1912.

## II. English Composition

**PROFESSORS:** SOPHIE CHANTAL HART, M.A.,  
ALICE VINTON WAITE, M.A.

**ASSOCIATE PROFESSOR:** AGNES FRANCES PERKINS, M.A.

**INSTRUCTORS:** JOSEPHINE MAY BURNHAM, PH.D.,  
|| EDITH WINTHROP MENDALL TAYLOR, B.A.,  
† CLARE MACLELEN HOWARD, M.A.,  
ELIZABETH WHEELER MANWARING, B.A.,  
AMY KELLY, M.A.,  
JOSEPHINE HARDING BATCHELDER, M.A.,  
HELENE BUHLERT MAGEE, B.A.,  
ETHEL VAN ZANDT SULLIVAN, B.A.,  
ALFRED DWIGHT SHEFFIELD, M.A.,  
§ PERCY WALDRON LONG, PH.D.

**ASSISTANT:** GRAE LILLIAN FILER, B.A.

### #1. Introductory Course. I.

*Required of freshmen. Two hours a week for a year.*

Miss Hart, Miss Perkins, Miss Manwaring,  
Miss Kelly, Mrs. Magee,  
Miss Sullivan, Miss Filer.

First semester: exposition; description. Weekly themes.  
Second semester: critical study of the essay, and simple narration. Fortnightly themes or their equivalent.

### #2. Argumentation and Critical Exposition. II.

*Required for a degree. Open to students who have completed course 1. Two hours a week for a year.*

Miss Burnham, Miss Taylor,  
Miss Batchelder, Mr. Sheffield, Mr. Long.

Fortnightly themes, or their equivalent. Studies in argumentation, in criticism, and in forms of fiction.

### #4. Critical Exposition and Argumentation. Advanced Course. II.

*Open to students who have completed course 1. Three hours a week for a year.*

Miss Waite, Miss Taylor, Mr. Long.

|| Resigned, to take effect December 14th.

† Absent on leave.

§ Winter and spring terms.

† If a student submits papers notably deficient in English, as part of her work in any department, she will incur a condition in English Composition, whether or not she has completed the required courses in English Composition.

This course aims to familiarize the student with methods of composition in argumentation and critical exposition including practice in the collation and arrangement of material, the analysis of prose essay style, and the underlying principles of criticism of poetry and of the drama and novel.

5. General Survey. I.

*Open only to students in the Department of Hygiene and Physical Education. One hour a week for a year.*

Miss Burnham.

The object of this course is to help the student to acquire, through class discussion and the writing of themes, a practical knowledge of the fundamental principles of English Composition.

6. Long and Short Themes. III.

*Open to juniors and seniors. Two hours a week for a year.*

Miss Manwaring.

Four short themes or their equivalent per week. Long themes at stated intervals. Critical analysis in the class room of themes submitted.

7. Practical Exposition. II.

*Open to students of the Department of Hygiene and Physical Education who have completed course 5. One hour a week for a year.*

Miss Filer.

10. The Theory and History of Criticism. III.

*Open to juniors and seniors. One hour a week for a year.*

Miss Hart.

Lectures on the critical theory of Plato and Aristotle and on the more important English and French critics.

16. Advanced Course in English Composition. III.

*Open to students who have completed course 6. Three hours a week for a year.*

Miss Hart.

Studies in structure and style with frequent practice in writing.

### III. English Language

**ASSOCIATE PROFESSOR: LAURA EMMA LOCKWOOD, PH.D.**

**PROFESSOR: ALICE VINTON WAITE, M.A.**

**INSTRUCTOR: AMY KELLY, M.A.**

#### 1. Old English. II.

*Open to sophomores, juniors, and seniors who have completed a year of language in college. Three hours a week for a year.*

Miss Lockwood.

A study of Old English Grammar. The reading of *Beowulf*, *Judith*, *The Battle of Maldon*, and selections from the prose of Alfred and Ælfric.

#### †2. Old and Middle English. III.

*Open to juniors, seniors, and graduates who have completed course 1. Three hours a week for a year.*

Miss Kelly.

First semester: the reading of the poetry of Cynewulf and of selections from the *Riddles*. Second semester: the study of the Middle English dialects based upon Emerson's *Middle English Reader*. The reading of the romances of *Havelock*, *King Horn*, *Emare*, and *The Siege of Troy*.

#### 3. History of the English Language. III.

*Open to juniors and seniors. Three hours a week for a year.*

Miss Waite.

Origin and structure of the English Language in vocabulary, grammatical inflections, and syntax as the basis of modern usage.

#### 4. Seminar in Old English. III.

*Open to graduates and to seniors by permission of the department. Three hours a week for a year.*

Miss Lockwood.

A study of Old English inflections, phonology, and syntax. The reading of the best pieces of literature in Old English prose and poetry. A particular problem in either literature or language is assigned to each student for investigation.

† Withdrawn for the current year.

**FRENCH**

**PROFESSOR:** HENRIETTE LOUISE THÉRÈSE COLIN, PH.D., OFF. I. P.

**ASSOCIATE PROFESSOR:** || VALENTINE JULIE PUTHOD, OFF. A.

**INSTRUCTORS:** MAGDELEINE OTTEN CARRET, LIC. ÈS L.,

HÉLÈNE AMÉLIE FOREST, LIC. ÈS L.,

LOUISE GAMBRILL, B.A.,

ALICE M. ROBBINS, B.A.

All courses beginning with course 1 are conducted in French.

- †1. Elementary Course. Grammar, composition, reading, exercises in speaking, and writing from dictation. I.

*Open to all students. Three hours a week for a year.*

Miss Gambrill, Miss Robbins.

The course includes (1) a practical study of grammar (Colin and Sérafon's *Practical Lessons in French Grammar*, including a thorough drill in inflections, the regular and irregular verbs; (2) a concise survey of French history with Lavisson's *Deuxième année d'Histoire de France, Cours Supérieur*; also, the reading of texts chosen from a certain range of authors and of subjects to insure the acquisition of a comprehensive vocabulary and the ability to make use of it.

- †2. Intermediate Course. Syntax, composition, readings from contemporary authors of note; exercises in speaking; writing from dictation. I.

*Open to all students who have completed course 1 or the minimum entrance requirement in French. Three hours a week for a year.*

Miss Gambrill, Miss Robbins.

A systematic review of syntax (same manual as in course 1) introductory to original theme writing and oral narrative. Selected readings, prepared and sight, from ten modern writers, part from plays.

3. Studies in French Idioms and Structure. Diction. I.

*Open to students who have met the maximum admission requirement in French. One hour a week for a year.*

Miss Puthod, Miss Carret, Miss Forest,  
Miss Gambrill, Miss Robbins.

|| Absent on leave for the first semester.

† First-year French may not be counted toward the B.A. degree if taken after the sophomore year, nor second-year French if taken after the junior year. French 1 and German 1 may not both be counted toward the B.A. degree.

A critical consideration of French idioms and structure in connection with course 5. Fortnightly writing of themes; weekly readings from an Anthology to illustrate French Diction and its underlying principles.

5. Outline History of French Literature. I.

*Open to students who have met the maximum admission requirement in French. Two hours a week for a year.*

Miss Puthod, Miss Carret,  
Miss Gambrill, Miss Robbins.

This course makes the student acquainted in chronological sequence with a considerable number of literary masterpieces that France has produced, while it gives her some idea of the general development of the literature from the Renaissance to the beginning of the nineteenth century (Programme classique).

Doumic's *Histoire de la Littérature française* (Paul Delaplane Paris) forms the basis of the course.

24. Oral Composition and Diction. II.

*Open to sophomores, juniors, and seniors who have completed course 2. One hour a week for a year.*

Miss Forest.

This course furnishes systematic practice in speaking as does course 3 in writing French. The subject-matter is, *Representative Men of France, illustrative of their native provinces.* French texts are used.

29. History of French Literature. II.

*Open to sophomores, juniors, and seniors who have completed course 2. Two hours a week for a year.*

Miss Forest.

The aim of the course is to show clearly by means of systematic lectures the evolution of French thought in the seventeenth, eighteenth, and dawn of the nineteenth centuries, its expression through literature, its connection with the life of the nation, its influence on the political destinies of the people. The chief writers and their works (Programme classique) are critically studied with the aid of French texts.

Synopses, themes, and discussions test the student's grasp of this rich subject-matter.

7. Advanced Grammar and Composition. Essay work and journal club. II.

*Open to students who have completed courses 3 and 5, or 24 and 29. One hour a week for a year.*

Miss Puthod, Miss Carret, Miss Forest.

A course conducted on lines of actual interest. Periodicals on the shelves of the college library, also recent accessions, enable the student to acquire some familiarity with French topics of the day. Theme writing, abstracts and synopses are required. Prescribed readings furnish matter for fortnightly class-room debate.

17. Letters of Madame de Sévigné and Fables of Lafontaine, the time and lives of these writers. II.

*Open to students who have completed courses 3 and 5, or 24 and 29. One hour a week for a year.*

Miss Puthod, Miss Forest.

Madame de Sévigné, in sparkling prose, presents a living picture of a great period, the seventeenth century, while Lafontaine, in genial yet satirical verse, points to the moral.

Special attention is given to the correlation of the Letters, masterpieces in epistolary style, and the Fables; the renovation of the genre; and its importance as giving, on the one side, a realistic picture of the various classes of society, on the other, as reflecting the artistic, religious, and philosophic ideals of the times.

19. French Social Life and Manners—their bearings on French Literature. II.

*Open to students who have completed courses 3 and 5, or 24 and 29. Two hours a week for a year.*

Madame Colin, Miss Puthod, Miss Carret, Miss Forest.

A connected study of legend, tradition, customs, phases of social life, for the purpose of tracing the twofold growth of the language and the literature of France. The subjects treated are—the King's court, landed nobility, bourgeoisie, artisans, and peasants; the army and navy; universities, colleges, schools, salons, etc.

Large collections of photogravures serve to illustrate architecture, sculpture, painting, historical costumes and the minor arts.

||14. French Literature in the Sixteenth Century. The Renaissance. III.

*Open to students who have completed course 19, or courses 24 and 29, or the equivalent. Two hours a week for the second semester.*

Miss Puthod.

A study of the new Life in Art and Letters. During the first semester critical attention is given to the great writers of the Renaissance—Marot, Rabelais, Montaigne, Ronsard, and the Pléïade; during the second semester, to those of the Reformation—Calvin, styled the Father of French Prose, Estienne, de la Boëtie, and to *La Satire Ménippée*, still living forces of an exuberant age.

12. The Drama of the Seventeenth Century. III.

*Open to students who have completed course 19, or courses 24 and 29, or the equivalent. Three hours a week for a year.*

Madame Colin.

This course includes a rapid survey of seventeenth-century tendencies, and the "nationalization of literature" introductory to the study of the drama in France. The chief masterpieces of Corneille, Molière and Racine are successively studied as representative of the nation and its conception of art.

9. French Literature in the Eighteenth Century. III.

*Open to students who have completed course 19, or courses 24 and 29, or the equivalent. Three hours a week for a year.*

Miss Forest.

The object of this course is to present a comprehensive account of the history of ideas and systems. It discusses the literary salons, the decline of the classic drama with Régnard and Marivaux, the literary, philosophic, and social aims of Montesquieu, Voltaire, Buffon, the writers of the *Encyclopédie* and Rousseau. It studies new departures in the novel, drama, lyric poetry, and political oratory.

10. Literary Movement in France during the first half of the Nineteenth Century. III.

*Open to students who have completed course 19, or courses 24 and 29, or the equivalent. Three hours a week for a year.*

Miss Carret.

|| Offered as a semester course in 1911-1912.

A study of Romanticism and its chief exponents: Mme. de Staël, Chateaubriand, Lamartine, Hugo, Vigny, Balzac, Georges Sand, Flaubert, Gautier, Mérimée, Michelet, together with the interplay of national influences.

Lectures, collateral reading, papers.

**15. Literary Movement in France during the second half of the Nineteenth Century. III.**

*Open to students who have completed course 10 or 12 or the equivalent. Three hours a week for a year.*

Madame Colin, Miss Forest.

A study of the Reaction against Romanticism, the New Influences at work in French Letters—Fiction, History, the Drama, and Poetry. Hugo to Rostand, Taine, Renan, Leconte de Lisle, Sully Prudhomme.

Lectures, discussions, collateral reading.

**6. Paris as a Centre of French Thought and Ideals. III.**

*Open to students who have completed course 10 or 12 and to others by permission of the Department. One hour a week for a year.*

Madame Colin.

This course will endeavor, with the aid of Taine's doctrine of *déterminisme*, to frame a rapid synthesis of the entity that has slowly but symmetrically been evolved on one point of France—Paris, until, collectively considered, it has come to symbolize the mentality of the people, directing its will, shaping its intellectual sphere, and the trend of its manifold activities.

It proposes to place clearly before the mind of the student certain characteristics for a correct understanding of the intensely active, productive forces correlated in the domain of thought and its expression—letters.

**†25. Modern French Critics. III.**

*Open to students who have completed course 19, or courses 24 and 29 or the equivalent. One hour a week for a year.*

Miss Carret.

A study of modern French critics in literature and in art, commencing with Sainte-Beuve, and including Taine, Fromentin, Lemaître, Larroumet, Brunetière, Faguet, and Anatole France.

† Withdrawn for the current year.

**†30. Studies in Style. III.**

*Open to students who have completed course 7. One hour a week for a year.*

Miss Carret.

*Theory and Practice:* A critical consideration of the various "genres" and their technique as standard models for written expression.

Fortnightly papers and individual conferences.

**11. Old French and Old French Literature. III.**

*Open to graduates, and to seniors by permission of the department. Three hours a week for a year.*

Madame Colin.

Phonology with reading of *La Vie de St. Alexis*, *La Chanson de Roland*, *Aucassin et Nicolete*, *Chrétien de Troyes*. Gaston Paris: *Extraits des Chroniqueurs français*. Selections from Constans: *Chrestomathie de l'ancien français*. The history of the French language is traced from its origin to the present time, and illustrated by texts read. For reference, Darmesteter: *Grammaire Historique*; Gaston Paris: *Manuel de la littérature française au moyen âge*; also standard works on the subject in the college library. Lectures, critical reading.

The department is prepared to direct research work for graduate students in special subjects in old French and old French literature, modern French and modern French literature.

## GEOLOGY AND GEOGRAPHY

**PROFESSOR: ELIZABETH FLORETTE FISHER, B.S.**

**INSTRUCTORS: FREDERICK HENRY LAHEE, PH.D.,  
SUMNER WEBSTER CUSHING, M.A.,  
LAURA HATCH, M.A.**

**ASSISTANT: WINIFRED GOLDRING, B.A.**

**1. Geology. II.**

*Open to juniors and seniors, and to sophomores who have completed one year of science. Three hours a week for a year.*

Miss Fisher, Miss Hatch, Mr. Lahee.

The work of the atmosphere, rivers, glaciers, oceans, volcanoes, and earthquakes upon the present earth. Records of these are shown in the rocks. The story of the past

† Withdrawn for the current year.

ages of the earth, and its life as revealed in these structures, and interpreted by these forces. Lectures, recitations, and six field lessons during the year.

\*2. Mineralogy. II.

*Open to students who have completed one year of Chemistry.  
Three hours a week for the first semester.*

Mr. Lahee.

Lectures and recitations and two hours of laboratory work each week. Characteristics and origin of the more important mineral species. The course includes blowpipe analysis and crystallography. A reference collection is always available for students' use.

3. Advanced Geography. II.

*Open to students who have completed one year of science. Three hours a week for a year.*

Miss Fisher, Miss Hatch, Miss Goldring.

Lectures and recitations. Laboratory and field work, equivalent to two hours a week.

This course includes a detailed study of physiography and life relations (Ontography). It is a study of the direct response of life to physical geography. It explains the origin and life-like development of rivers, valleys, plains, plateaus and mountains; it points out the changes which these forms are undergoing to-day, and the resulting influences upon man. Everywhere it is found that life responds to physical conditions of temperature, rainfall, fertility of the soil, and the distribution of land and water. The course shows that physiography has guided the life, habits, prosperity, and commercial relations of peoples and nations. Physiography will be given the first semester and commercial geography which is the relation of man to the natural environment, and the geography of trade, will be given the second semester.

4. Field Geology. III.

*Open to students who have completed course 1 or 3. Three hours a week for a year.*

Miss Fisher, Miss Goldring.

Advanced field study with lectures and discussions. The aim of the course is to give students training in the methods

\* Not offered in 1911-1912.

of research work in the field. Special problems, areal, stratigraphic, structural, petrographic, physiographic, etc., are assigned for investigation. For the year 1911-1912 the work of the first semester will be the geology and geography of the Boston Basin. The second semester will be devoted to field mapping, which will be the simple methods of surveying. Each student will make a survey map of a portion of the Wellesley grounds.

\*5. Petrology. II.

*Open to students who have completed course 2. Three hours a week for the second semester.*

Mr. Lahee.

Lectures and recitations. Laboratory work two hours a week. Laboratory study of the more important rock species. Igneous, sedimentary and metamorphic rocks. The work is intended to afford the student an opportunity to become thoroughly familiar with the macroscopic characteristics of the principal rock types and the methods of petrographical study, and to enable the student to gain some acquaintance with the theories of modern petrology.

6. Geography of North America. III.

*Open to students who have completed course 1 or 3 and, in 1911-1912, to other juniors and seniors by special permission. Two hours a week for the first semester.*

Mr. Cushing.

Regional geography of North America in its physical, economic, historical, and commercial aspects, the life relationships to the physiography of North America. Lectures, laboratory and library work with critical discussions.

7. Geography of Europe. III.

*Open to students who have completed course 1 or 3 and, in 1911-1912, to other juniors and seniors by special permission. Two hours a week for the second semester.*

Mr. Cushing.

Regional geography of Europe in its physical, economic, historical, and commercial aspects; life relationships to the physiography of Europe. Lectures, laboratory and library work, with critical discussions.

\* Not offered in 1911-1912.

## GERMAN

**PROFESSOR:** MARGARETHE MÜLLER.

**ASSOCIATE PROFESSORS:** NATALIE WIPPLINGER, PH.D.,  
EMMA MARIE SCHOLL, PH.D.

**INSTRUCTORS:** FLORENCE EMILY HASTINGS, M.A.,  
MARIANA COGSWELL, B.A.,  
GUSTI SCHMIDT,  
MARGARET LITTLE, B.A.

- #1.** Elementary Course. Grammar, prose composition, reading, exercises in speaking, memorizing of poetry. I.  
*Open to all students. Three hours a week for a year.*

Miss Cogswell.

- #2.** Intermediate Course. Topics as in course 1. I.  
*Open to all students who have completed course 1. Three hours a week for a year.*

Miss Hastings.

- #4.** Intermediate Course. I.

*Open to all students who have completed the minimum admission requirement in German. Three hours a week for a year.*

Miss Hastings, Miss Little.

Courses 2 and 4 are intended to fit students to enter courses 8, 15 and 16.

- 5.** Grammar and Composition. I.

*Open to freshmen who have met the maximum admission requirement in German, and required in connection with course 10. One hour a week for a year.*

Miss Cogswell, Madame Schmidt.

Review of elementary grammar and study of more advanced grammar. Constant practice in composition work. Weekly exercises based on texts read in course 10.

- 6.** Grammar and Phonetics. III.

*Open to juniors and seniors who have completed course 30 and to others by special permission. Two hours a week for a year.*

Miss Hastings.

† First-year German may not be counted toward the B.A. degree if taken after the sophomore year, nor second-year German, courses 2 and 4, if taken after the junior year. German 1 and French 1 may not both be counted toward the B.A. degree.

Systematic review of German Grammar. Elements of phonetics (Bühnendeutsch). Exercises in oral and written expression. Discussion of methods of teaching German.

This course is designed especially for those intending to teach German.

## 8. Grammar and Composition. II.

*Open to students who have completed course 2 or 4, and required of those taking courses 15 and 16. One hour a week for a year.*

Miss Wipplinger, Miss Scholl.

The aim of this course is to give the student much exercise in oral and written expression. Weekly themes and grammatical exercises based on the material treated in courses 15 and 16.

## 9. History of the German Language. III.

*Open to juniors and seniors who have completed course 8 or an equivalent. One hour a week for a year.*

Miss Wipplinger.

This course aims to give a fuller and more thorough understanding of the modern idiom through the study of its historical development. Text-book: Behaghel's *Die Deutsche Sprache*.

## 10. Outline History of German Literature. I.

*Open to freshmen who have met the maximum admission requirement in German and required in connection with course 5. Two hours a week for a year.*

Miss Scholl, Madame Schmidt, Miss Little.

The object of this course is to furnish the student with the vocabulary necessary for the reading and discussion of literature, and to give her a general mythological and historical background for the more detailed study of German literature in subsequent courses. Texts used: Möbius' *Götter und Helden-sagen* (Koehler, Dresden), Wenckebach's *Meisterwerke*, Klenze's *Deutsche Gedichte*, Goethe's *Dichtung und Wahrheit*, one of Schiller's classic dramas. Reference book: Kluge's *Deutsche Literaturgeschichte*.

## 11. Goethe's Life and Works (Introductory Course). II.

*Open to students who have completed course 22 or an equivalent. Three hours a week for the second semester.*

Miss Müller, Miss Scholl, Madame Schmidt.

Lectures, discussions. Study of the principal characteristics of Goethe's life and works to the time of his literary co-operation with Schiller. Works read and discussed in class: *Götz von Berlichingen*, *Iphigenie*, selected poems (Goebel). Interpretation of "Storm and Stress," in connection with "*Götz*," of German classicism in connection with *Iphigenie*. Private reading: Selections from Goethe's *Briefe* (*Langewiesche*), Euripides' *Iphigenie*, Boyesen's *Life of Goethe*.

**†12. Nineteenth Century Drama. III.**

*Open to juniors and seniors who have completed courses 11 and 22. Three hours a week for the second semester.*

Miss Scholl.

Special study of Kleist, Grillparzer, Otto Ludwig, Hebbel, Ibsen, Hauptmann, Sudermann, and others; their relation to classic and romantic art, and to the social and philosophical problems of the century.

**13. The German Novel. II.**

*Open to students who have completed one three-hour course of grade II., and to others by permission of the department. Two hours a week for a year.*

Madame Schmidt.

Presentation of the historical development of the German novel, in lectures. Special study of some of the representative novels by Goethe, Freytag, Keller, Heyse, Storm, Sudermann, Frenssen, and others.

**†14. Theory of the Drama, illustrated by classic and modern dramas. III.**

*Open to juniors and seniors who have completed courses 11 and 22. Three hours a week for the first semester.*

Miss Scholl.

Study of the technique of the Greek, modern classic, romantic, socialistic, and naturalistic drama, based on the theory of Aristotle, Lessing, Hebbel, Freytag, Volkelt and other modern theorists.

**15. History of German Literature. II.**

*Open to students who have completed course 2 or 4, and required in connection with course 8. Two hours a week for the first semester.*

Miss Wipplinger, Miss Scholl.

† Withdrawn for the current year.

The course consists of lectures, discussions, reading. The aim of this course is to trace the parallel development of the language, literature, social conditions, and religious ideals of the times. The works read and discussed are: the *Hildebrandslied*, selections from the *Nibelungenlied*, the works of Wolfram, Gottfried, Hartmann, the Minnesingers and Meistersingers, according to Wenckebach's *Meisterwerke*. Reading of selections from Luther, Hans Sachs, *Volkslied*. Occasional reference to Scherer's and Vogt and Koch's *Geschichte der deutschen Literatur*.

**16. History of German Literature. II.**

*Open to students who have completed course 15, and required in connection with course 8, and to others by permission of the department. Two hours a week for the second semester.*

Miss Wipplinger, Miss Scholl.

The course is a continuation of course 15. The methods and aims are the same as in the preceding course. Chief topic: the classical period in German literature, with special emphasis on Lessing, Herder, Schiller, Goethe.

**†17. Middle High German (Introductory Course). III.**

*Open to juniors and seniors who have completed at least courses 5 and 10 or 15 and 16. Three hours a week for the second semester.*

Miss Wipplinger.

Survey of Middle High German forms and sounds. Translation of Middle High German epic and lyric poetry into the modern idiom. A knowledge of Old High German is desirable, although not strictly required.

**18. The German Romantic School. III.**

*Open to juniors and seniors who have completed courses 11 and 22. Three hours a week for the second semester.*

Miss Wipplinger.

Reading of works representative of the Romantic School. Reference books: H. Hettner, A. W. and F. Schlegel, R. Haym, W. Scherer, G. Brandes, R. Meyer, R. Huch, and others.

**19. Lessing as Dramatist and Critic. III.**

*Open to juniors and seniors who have completed courses 11 and 22. Three hours a week for the first semester.*

Miss Müller.

† Withdrawn for the current year.

Treatment of Lessing's critical work in literature, theology and aesthetics. Works read and discussed are: *Minna von Barnhelm*, *Emilia Galotti*, *Nathan der Weise*, *Die Hamburger Dramaturgie*, *Laokoon*; *Axiomata*, *Anti-Götze*, *Erziehung des Menschengeschlechts*. Reference books: Erich Schmidt's *Lessing*, Kuno Fischer's *Lessing als Reformator der deutschen Literatur*, Kuno Fischer's *Lessing's Nathan* and others.

**†20. Schiller as Philosopher and Writer on AEsthetics. III.**

*Open to seniors who have completed course 22, and at least two of the following courses: 12, 14, 18, 19, and to others by permission of the department. Two hours a week for a year.*

Miss Wipplinger.

Study of Schiller through his correspondence with Körner, Goethe, etc., and his philosophic-aesthetic poems and essays. These are read and discussed in class.

**21. Goethe's Faust, Parts I and II. III.**

*Open to seniors who have completed at least two of the following courses: 12, 14, 18, 19, and to others by permission of the department. Three hours a week for a year.*

Miss Müller.

Extensive study of Goethe's *Faust*, Parts I and II. The contrasting of the *Volksbuch von Dr. Faust* with Marlowe's *Faustus* and the *Faust-Puppenspiel*. Study of the genesis of Goethe's *Faust*. Comparison of the Göchhausen "Urfaust" and the fragment of 1790 with the completed First Part, etc., etc. Supplementary reading: Bielschowsky's *Leben Goethe's*; Eckermann's *Gespräche mit Goethe*; *Wilhelm Meister*; later poems; philosophic and literary essays bearing on the subject.

**22. Schiller's Life and Works (Introductory Course). II.**

*Open to students who have completed course 10 or courses 15 and 16. Three hours a week for the first semester.*

Miss Wipplinger, Miss Scholl, Madame Schmidt.

Lectures, discussion. Study of Schiller's life and most important dramatic works. Texts: Boyesen's *Schiller's Life*; *Die Räuber* (Cotta); *Wallenstein*; Schiller's *Gedichte* (Cotta); Schiller's *Briefe* (Kühnemann).

† Withdrawn for the current year.

## 23. German Themes. III.

*Open to juniors and seniors who have completed at least three hours in Grade II. work. One hour a week for a year.*

Miss Scholl.

The object of this course is to enable the student to perfect herself (orally and in writing) in grammar and "good style." Weekly themes and special topics.

## †26. Gothic. III. (See Department of Comparative Philology, Course 6.)

Miss Wipplinger.

## 27. German Lyrics and Ballads. II.

*Open to students who have completed courses 5 and 10 or 8, 15 and 16. One hour a week for a year.*

Miss Scholl.

Study of *Minnegesang*, *Volkslied* and the principal lyric poets up to the present.

## 30. Studies in Modern German Idiom. II.

*Open to students who have completed courses 5 and 10 or 15 and 16, and by special permission to those who have completed course 2 or 4. One hour a week for a year.*

Miss Hastings.

This course is designed especially as a companion course to courses 11 and 22. A number of modern German texts will be read for the sake of the idioms they contain. These will be studied in suggestive groups. The course enables the student to acquire a practical knowledge of the written and spoken German of to-day, and to appreciate the fine turns of expression in the German classics.

## 33. Studies in Modern German Idiom. III.

*Open to students who have completed course 30. One hour a week for a year.*

Miss Hastings.

This course is a continuation of course 30. The methods and aims are similar.

---

**Note.**—The language of the class room in all these courses is German, except in course 26. In addition to lectures in German there is constant practice in speaking and writing.

† Withdrawn for the current year.

## GREEK

PROFESSOR: ANGIE CLARA CHAPIN, M.A.

ASSOCIATE PROFESSORS: ANNIE SYBIL MONTAGUE, M.A.,  
KATHARINE MAY EDWARDS, PH.D.

1. Lysias (selected orations); or Plato: *Apology and Crito*; Homer: *Odyssey* (selections amounting to about 2,500 verses). Studies in Greek life. I.  
*Open to students who have met the maximum admission requirement. Three hours a week for a year.*  
 Miss Edwards.
- †2. Attic Orators: selections; Euripides: selected dramas. II.  
*Open to students who have completed course 1. Three hours a week for a year.*  
 Miss Montague.
3. Historians. Thucydides: *The Sicilian Expedition*; Herodotus: *The Persian War*; Æschylus: *Persians*. II.  
*Open to students who have completed course 1. Three hours a week for a year.*  
 Miss Edwards.
4. Origin and Development of Greek Drama. III.  
*Open to students who have completed course 2 or 3. Three hours a week for a year.*  
 Miss Montague.  
 Aristotle's Theory of Tragedy. Reading and criticism of selected dramas; Æschylus: *Prometheus*; Sophocles: *Oedipus Tyrannus, Antigone*; Euripides: *Bacchæ*; Aristophanes: *Frogs* (selections). A study of all the extant plays of Æschylus and Sophocles is made by special topics.
5. History of Greek Lyric Poetry. III.  
*Open to students who have completed one full course of Grade III. Three hours a week for a year.*  
 Miss Chapin.  
 Lectures and readings; Homeric Hymns; Hesiod: *Works and Days*; Elegiac and Melic poetry; Pindar (selections); Bacchylides (selections); Theocritus (selections).
7. Greek Dialects. III.  
*Open to students who have completed one full course of Grade III. Three hours a week for a year.*  
 Miss Edwards.

† Withdrawn for the current year.

A comparative study of the Greek dialects, their characteristics and their relations to each other, with reading and study of inscriptions and selected texts.

**8. History of Greek Literature. II.**

*Open to sophomores, juniors, and seniors who presented the maximum admission requirement in Greek, or who have completed courses 13 and 14. One hour a week for a year.*

Miss Chapin, Miss Montague, Miss Edwards.

The course will consist of lectures and readings (in translation) with occasional quizzes.

The aim of the course will be to make a careful study of the development of Greek literature in the various forms of both prose and poetry.

NOTE.—Advanced students of literature and art may be admitted by permission of the department without the prerequisite in Greek.

**\*9. Modern Greek. III.**

*Open to students who have completed two full courses. One hour a week for a year.*

Miss Edwards.

The course has two objects: first, a practical one, to give some acquaintance with the spoken and written Greek of to-day; second, a linguistic one, to trace the historical development of the language from classical times to the present.

**†10. Plato: *Phædo* and selections from other dialogues. Collateral readings from other Greek writers. III.**

*Open to students who have completed course 2 or 3. Three hours a week for a year.*

Miss Montague.

**†11. Greek Syntax and Prose Composition. II.**

*Open to students who have completed course 1. Two hours a week for a year.*

Miss Montague.

This course is especially recommended to those intending to teach Greek.

**\*12. Homeric Seminary. III.**

*Open to students who have completed one full course of Grade III. Three hours a week for a year.*

Miss Edwards.

\* Not offered in 1911-1912.

† Withdrawn for the current year.

Critical study of selected portions of the *Iliad* with discussions and lectures on special problems of Homeric grammar and antiquities, supplemented by the private reading of the greater part of the *Iliad*.

13. Elementary Course. Greek Grammar. Xenophon: *Anabasis*, Book II. Practice in writing Greek. I.  
*Open to all students. Three hours a week for a year.*  
 Miss Montague.
14. Xenophon's *Anabasis*, continued. Homer: *Iliad*, 3 books. Sight translation. Prose composition throughout the year based on prose read. I.  
*Open to students who present the minimum admission requirement in Greek, or who have completed course 13. Three hours a week for a year.*  
 Miss Montague.

For additional courses see Comparative Philology and Classical Archaeology.

For courses in the study of Greek Testament see Biblical History.

## HISTORY

PROFESSOR: ELIZABETH KIMBALL KENDALL, M.A.

ASSOCIATE PROFESSORS: JULIA SWIFT ORVIS, PH.D.,  
 EDNA VIRGINIA MOFFETT, PH.D.,  
 MABEL ELISABETH HODDER, PH.D.

INSTRUCTOR: LOUISE FARGO BROWN, PH.D.

- ‡1. Political History of England to 1485. I.  
*Open to freshmen, sophomores, and juniors, and to seniors who have taken no college course in History. Three hours a week for the first semester.*  
 Miss Brown.

- ‡2. Political History of England from 1485 to the Present Time. I.  
*Open to sophomores, juniors, and seniors as above, and to freshmen who have completed course 1, or who offered English History as an entrance subject. Three hours a week for the second semester.*  
 Miss Brown.

† Courses 1 and 2, or course 3, are prerequisite to later election.

The aim of these courses is to train students in the use of historical material and in dealing with historical problems. Emphasis is laid on the political, social, and industrial conditions which have developed the England of to-day.

**#3. History of Western Europe from the Fifth Century to the Treaties of Westphalia. I.**

*Open to all students. Three hours a week for a year.*

Miss Moffett, Mrs. Hodder, Miss Brown.

The course deals primarily with mediaeval history, connecting it with Rome on the one hand and with modern Europe on the other. It traces the beginnings and the development (to 1648) of the great modern powers of Western Europe. It aims to train students in methods of historical work, and to furnish a background for detailed study of particular periods.

**4. History of the French Revolution. II.**

*Open to sophomores, juniors, and seniors who have completed courses 1 and 2 or course 3. Three hours a week for a year.*

Miss Orvis

This course involves (1) an introductory discussion of the condition of France on the eve of the revolution; (2) a detailed study of the progress of the revolution and of the reaction against democratic tyranny culminating in imperialism; (3) an inquiry into the influence of revolutionary ideas in the subsequent history of France, Germany, Austria, Italy, Spain, and Russia.

**5. Constitutional History of England to 1399. II.**

*Open to juniors and seniors who have completed courses 1 and 2 or course 3. Three hours a week for the first semester.*

Miss Moffett.

A study of the development of English constitutional government as an expression of the character of the English people. The course deals with Germanic origins, and with the development of English thought along constitutional lines to the close of the Plantagenet period.

† Courses 1 and 2, or course 3, are prerequisite to later election.

6. Constitutional History of England from 1399 to the present time. II.

*Open to juniors and seniors who have completed courses 1 and 2 or course 3. Three hours a week for the second semester.*

Miss Moffett.

A study of the later development of the English constitution, the rise of party and cabinet government, and the actual working of the constitution to-day.

7. History of the United States from 1787. III.

*Open to juniors and seniors who have completed courses 1 and 2 or course 3, and have completed or are taking a second course in History. Three hours a week for a year.*

Miss Kendall.

A study of the formation and development of the constitution of the United States, with special reference to controlling forces, such as the organization of parties, the growth of democracy, the rise of the slave power, the political effects of the development of the West.

- ‡8. Europe in the Fifteenth Century. III.

*Open to juniors and seniors who have completed two full courses in History, or course 3 and two courses in Art. Three hours a week for a year.*

Miss Moffett.

A study of the intellectual, religious, and social life of the fifteenth century, and of the institutions and movements which were its outcome.

9. Diplomatic History of Europe since 1740. III.

*Open to juniors and seniors who have completed two full courses in History. Three hours a week for a year.*

Miss Orvis.

This course includes (1) a review of the period 1648-1740; (2) the Age of Frederick II; (3) a survey of the Revolutionary and Napoleonic period; (4) the Age of Bismarck.

11. History of Political Institutions. III.

*Open to juniors and seniors who have completed two full courses in History. Three hours a week for a year.*

Miss Kendall.

† History 8 and History 16 will not both be given in the same year.

This is an introductory course in the comparative study of the origin, character, development and aim of political institutions.

\*12. Growth of the British Empire. III.

*Open to juniors and seniors who have completed two full courses in History. Three hours a week for the second semester.*

Miss Kendall.

This course includes (1) a historical review of the development of the empire; (2) a study of the changes of colonial policy; (3) a study of colonial administration, and (4) a discussion of present colonial problems.

13. History of Rome. II.

*Open to sophomores, juniors, and seniors who have taken one college course in History, or who are giving special attention to Latin. Three hours a week for a year.*

Mrs. Hodder.

This course offers a general survey of Roman History through the reign of Diocletian. The attempt is made to present the problems of recent scholarship in the study of the earlier period, but the main emphasis is placed upon the later Republic and the Empire. Particular attention will be given to the economic and social conditions, and to the development of the Roman system of government.

14. American History. II.

- a. Age of Discovery and Conquest.
- b. The American Revolution.

*Open to sophomores, juniors, and seniors who have completed or are taking courses 1 and 2 or course 3. Three hours a week for a year.*

Miss Brown.

In the first semester the discovery and exploration of the American continents by the Spanish, English, and French will be treated in detail, to be followed by a study of the contest between the European powers for control in the New World. The second semester will be devoted to a careful consideration of the American Revolution, especial attention being given to the European aspect of the struggle between England and her colonies.

\* Not offered in 1911-1912.

## 15. International Politics. II.

*Open to all seniors and to juniors who have completed or are taking courses 1 and 2 or course 3. One hour a week for a year.*

Miss Kendall.

The object of this course is to give a general view of international conditions since the close of the Bismarck period with especial reference to the present relations of Europe, America and Asia.

## \*‡16. Europe in the Sixteenth Century. III.

*Open to juniors and seniors who have completed two full courses in History. Three hours a week for a year.*

Miss Moffett.

A continuation of course 8, though the latter is not a prerequisite.

A brief introductory survey of conditions in the fifteenth century is followed by a more detailed study of the sixteenth, its great movements, and its great personalities.

## 17. Political History of Russia from the earliest times to the present. II.

*Open to all seniors and to juniors who have completed or are taking another course in History. One hour a week for a year.*

Miss Orvis.

This course includes (1) a study of the forces which have made Russia a world power, and (2) an inquiry into the development and policy of the autocracy, culminating in the late revolution.

## \*18. England in the Fourteenth and Fifteenth Centuries. II.

*Open to sophomores, juniors, and seniors who have completed one college course in History, or who are giving special attention to English Literature or Economics. Three hours a week for a year.*

Mrs. Hodder.

A study of the political, intellectual, and industrial changes in England in the two centuries of transition from mediæval to modern times.

## 19. Geography of European History. II.

*Open to juniors and seniors, and to sophomores who have taken one college course in History. One hour a week for a year.*

Miss Moffett.

\* Not offered in 1911-1912.

† History 8 and History 16 will not both be given in the same year.

The institutions, economic and social conditions, and political history of some parts of Europe will be briefly studied in connection with their topography. Besides the study of the more important changes of boundaries, the course will attempt to strengthen the connection between *events* and *localities*, and to give a clearer conception of the scene of events already studied, or to be studied, in other courses in European History.

\*20. Politics of Eastern Europe. II.

*Open to all seniors and to juniors who have completed or are taking another course in History. One hour a week for a year.*

Miss Orvis.

The object of this course is to give a general view of Eastern European conditions since the close of the Age of Bismarck, with special reference to the present situation.

\*21. Selected Studies in American History. III.

*Open to juniors and seniors who have completed two college courses in History. Three hours a week for a year.*

This course aims to combine training in the handling of historical material with a careful study of the advance of the frontier. The progress of population westward, routes of travel and settlement, the introduction of new elements into the population, and the influence of the frontier constitutionally and politically, will be brought out. The course will end with the development of the Canadian Northwest and Alaska.

22. England under the Tudors and the Stuarts. III.

*Open to juniors and seniors who have completed two full courses in History. Three hours a week for a year.*

Mrs. Hodder.

This course deals with the religious and constitutional struggles in the sixteenth and seventeenth centuries, with economic and social changes, with international relations, and with the founding of the British Empire.

It is intended that the course shall be made useful to students of English literature.

\* Not offered in 1911-1912.

**HYGIENE AND PHYSICAL EDUCATION**

**DIRECTOR:** AMY MORRIS HOMANS, M.A.

**INSTRUCTORS:** CARL OSCAR LOUIS COLLIN, M.D.,  
FREDERICK HAVEN PRATT, M.A., M.D.,  
HARRIET NOYES RANDALL, M.D.,  
ESTELLA MAY FEARON, B.S.,  
LORETTA FISH CARNEY,  
EDNA LOIS WILLIAMS,  
MARION WHEELER HARTWELL.

**GRADUATE ASSISTANTS:** MARGARET JOHNSON,  
LAURA POST, B.L.,  
ELIZABETH BATES,  
MARION CHADWICK,  
AGNES ROCHE, B.A.

A two years' course leading to the certificate of the department of hygiene and physical education is offered to special students. This course is especially designed for the training of teachers of hygiene and physical education. In order to be admitted to this course, candidates must meet the requirements prescribed for admission to the freshman class (see pages 23-51) and must be without organic disease or serious functional disorder. A keen sense of rhythm is necessary. The opportunity of taking this course is offered to candidates for the B.A. degree entering in September, 1909, and thereafter. Ultimately admission to this course will be limited to applicants who are candidates for the B.A. degree at Wellesley College and to those who already hold the Bachelor's degree either from Wellesley or from some other college.

**I. Courses Prescribed for the Certificate of the Department****Anatomy.**

See Course 11 in the department of Zoology, page 136.

**1. Kinesiology.**

*Required of all first-year students. Three hours a week for a year.*

Dr. Collin, Miss Williams.

Lectures and demonstrations dealing with joint mechanism, working forces, and effects of postures and movements.

**2. Practical Gymnastics.**

*Required of all first-year students. Five hours a week for a year.*

Dr. Collin.

**3. Corrective Gymnastics and Massage.**

*Required of all first-year students. Two hours a week for the first semester, one hour a week for the second semester.*

Dr. Randall.

In addition practice in the college clinic for students needing remedial exercises is required in the second semester.

**Physics.**

See Course 2 in the department of Physics, page 132.

**Chemistry.**

See Course 12 in the department of Chemistry, page 68.

**English Composition.**

See Course 5 in the department of English Composition, page 82.

**5. Normal Instruction and Gymnastic Games.**

*Required of all first-year students. Four hours a week for a year.*

Dr. Collin, Miss Williams.

**6. Dancing.**

*Required of all first-year students. One hour a week for a year.*

Miss Hartwell.

**30. Instruction in Games and Folk Dancing.**

*Required of all first-year students. One hour a week for a year.*

Miss Williams.

**7. Athletics.**

*Required of all first-year students. Six hours a week in the spring.*

Miss Hartwell, Miss Williams.

**8. Swimming.**

*Twelve lessons in the fall.*

**9. Theory of Gymnastics and Art of Teaching.**

*Required of second-year students. Three hours a week for a year.*

Dr. Collin.

The purpose of this course is threefold: (1) to make clear the needs for and objects of physical education; (2) to study the selection and progression of exercises for definite gym-

nastic purposes; (3) to point out and correct technical and personal faults common to the young teacher. Lectures and conferences. The course also includes 8-10 hours' theory and practice of field and track athletics.

10. Practical Gymnastics.

*Required of second-year students. Four hours a week for a year.*

Dr. Collin.

11. Symptomatology and Emergencies.

*Required of second-year students. One hour a week for a year.*

Dr. Randall.

The brief course in Symptomatology is intended to convey to the minds of the students an estimate of the general appearance of the more common diseases. There are two reasons for introducing this course:—

1. To enable the students, in their future work as teachers, to detect conditions of doubtful health in applicants for gymnastic training, and so warn them to consult a physician before undertaking the work.

2. To enable them to comprehend more intelligently the information given by physicians regarding patients whom they may advise to take gymnastic training.

3. In connection with this course practical instruction in bandaging is given.

12. History of Physical Education.

*Required of second-year students. One hour a week for a year.*

Miss Williams.

The object of this course is to give the student a connected outline of the rise and development of physical education as a science, to impress the importance of national health through a survey of the causes of success and failure in ancient peoples, and to emphasize the relation of the physical director to the movement for national health to-day. Lectures and assigned reading.

Education.

See course 6 (second semester) in the department of Education, page 72.

English Composition.

See course 7 in the department of English Composition, page 82.

**Psychology.**

See course 1 in the department of Philosophy, page 127.

**13. Physiology and Hygiene.**

*Required of second-year students. Four hours a week for a year.*

Dr. Pratt.

Lectures and laboratory work, conferences, and a thesis.

**14. Practice Teaching.**

*Required of second-year students.*

Dr. Collin, Miss Williams,  
Miss Fearon, Miss Hartwell.

This is given in the college classes and the public schools of Wellesley.

**15. Theory and Practice of Plays, Games, and Folk Dancing.**

*Required of second-year students. Two hours a week for a year.*

Miss Williams.

**17. Corrective Gymnastics.**

*Required of all second-year students. One hour a week for the first semester.*

Dr. Randall.

In addition, practice in the college clinic for students needing remedial work is required.

**18. Outdoor Games and Athletics.**

*Required of all second-year students. Five hours a week in the spring and in the fall.*

Miss Hartwell, Miss Williams, Miss Roche.

**19. Anthropometry.**

*Required of all second-year students. One hour a week for a semester.*

Miss Carney.

Students acquire practice in the use of the various anthropometric instruments for measurements and strength tests, in recording and filing measurements and computing indices. Instruction and practice in testing vision and hearing are also included in this course.

**20. Dancing.**

*Required of all second-year students. Two hours a week for a year.*

Miss Hartwell.

Classic dancing, theory, and practice.

**II. Courses open to all Undergraduates****#29. Hygiene.**

*Required of freshmen. One hour a week for a year.*

Dr. Randall.

**#21. Hygiene and Physical Education.**

*Required of all freshmen, and in 1911-1912 open to seniors. Two hours a week for a year.*

Miss Fearon, Miss Hartwell,  
Miss Post, Miss Chadwick.

In the fall and spring terms group games. In the winter term indoor gymnastics. Organized sports may be substituted in the spring term for the group games, in the case of students who are eligible. Students needing remedial work will substitute course 24 for the indoor gymnastics of this course.

**#22. Hygiene and Physical Education.**

*Required of all sophomores who have completed course 21, and open in 1911-1912 to seniors by permission. Two hours a week for a year.*

Miss Fearon, Miss Hartwell,  
Miss Post, Miss Chadwick.

Advanced work in continuation of course 21. Students needing remedial work will substitute course 24 for the indoor gymnastics of this course.

**24. Corrective Gymnastics.**

*Required of all freshmen and sophomores whose physical examination indicates the need of remedial work.*

Dr. Randall and Assistants.

**23. Gymnastics.**

*Open to juniors and seniors who have completed courses 21 and 22 or their equivalent, and, by permission of the instructor, open to freshmen and sophomores who have had an equivalent of courses 21 and 22 and who meet the requirements of the department. Two hours a week for a year.*

Miss Fearon.

**26. Dancing.**

*Open to seniors. Two hours a week from November until April.*

Miss Fearon.

† Courses 29, 21 and 22 meet the requirement in Hygiene and Physical Education prescribed for the degree.

## 31. Dancing.

*Open to freshmen, sophomores, and juniors. One hour a week from November until April.*

Miss Fearon.

## 27. Games, Plays, and Folk Dancing.

*Open to juniors and seniors. One hour a week from November until April.*

Miss Williams.

This course is especially designed for students intending to work in elementary schools, public playgrounds, and social settlements.

## 28. Organized Sports.

Archery, baseball, basket ball, golf, field hockey, rowing, running, and tennis.

*Three hours a week in the fall and spring terms.*

Miss Fearon, Miss Williams, Miss Roche,

Miss Chadwick, and Field Instructors.

Instruction in fencing, riding, and swimming, is offered, but a special fee is charged.

## ITALIAN

PROFESSOR: MARGARET HASTINGS JACKSON.

GRADUATE ASSISTANT: SARA FRANCES TUPPER, B.A.

## †1. Elementary Course. I.

*Open to sophomores, juniors, and seniors. Three hours a week for a year.*

Miss Jackson.

Grammar with written and oral exercises; reading and sight translation; conversation.

## 2. Intermediate Course. II.

*Open to students who have completed course I or equivalent. Three hours a week for a year.*

Miss Jackson.

Grammar, prose composition; reading and translation at sight, in the first semester from modern authors, in the second semester from the classic authors.

## 3. History of Italian Literature in the Thirteenth and Fourteenth Centuries. Emphasis on Dante. III.

† This course if taken in the senior year may not count within the minimum number of hours prescribed for a degree.

*Open, on consultation with the instructor, to juniors and seniors who have a reading knowledge of Italian. Three hours a week for a year.*

Miss Jackson.

Selections from the *Vita Nuova* and the *Divina Commedia* of Dante. The Sonnets of Petrarch and the Tales of Boccaccio will be read in the original.

4. History of Italian Literature in the Nineteenth Century.  
III.

*Open to students who have completed courses 1 and 2 or equivalents. Three hours a week for a year.*

Miss Jackson.

- \*5. Dante and the Early Italian Renaissance. English Course.  
II.

*Open to juniors and seniors. Three hours a week for a year.*

Miss Jackson.

First semester: Dante's *Divine Comedy* (in English) and the conditions of the age which produced it. Second semester: The early Italian Renaissance as expressed in the works of Petrarch, Boccaccio, Niccolo Pisano, Arnolfo, and Giotto. A knowledge of Italian is not required.

NOTE.—The Dante Society offers an annual prize of one hundred dollars for the best essay on a subject drawn from the life or works of Dante. The competition is open to students or graduates of not more than three years' standing from colleges or universities in the United States. For subjects and conditions consult page 504 of the Harvard University Catalogue, 1910-1911.

- \*7. Italian Prose Writers of the Fifteenth and Early Sixteenth Centuries. III.

*Open, on consultation with the instructor, to juniors and seniors who have a reading knowledge of Italian. Three hours a week for the first semester.*

Miss Jackson.

Selections from the works of Macchiavelli, Guicciardini, Savonarola and other writers of the period will be read in the original.

- \*8. Italian Poets of the Fifteenth and Early Sixteenth Centuries.  
III.

\*Not offered in 1911-1912.

*Open to juniors and seniors who have a reading knowledge of Italian, on consultation with the instructor. Three hours a week for the second semester.*

Miss Jackson.

Selections from Poliziano, Lorenzo de' Medici, Boiardo, Ariosto, Michael Angelo, Vittoria Colonna will be read in the original.

While courses 7 and 8 are continuous, one being the complement of the other, they may be elected separately.

#### 9. Literature of the Italian Renaissance. III.

*Open, on consultation with the instructor, to graduate students who have a reading knowledge of Italian. Three hours a week for a year.*

Miss Jackson.

It is not the intention of the instructor to cover the entire period of the Renaissance but to treat of certain aspects only, the work to adjust itself to the needs of the individual student. Under the supervision of the instructor the student will choose some author, or phase, or problem of Italian Literature for special study, reporting thereon weekly.

## LATIN

PROFESSOR: ADELINE BELLE HAWES, M.A.

ASSOCIATE PROFESSORS: ALICE WALTON, PH.D.,  
CAROLINE REBECCA FLETCHER, M.A.

ASSISTANT: LULU GENEVA ELDRIDGE, M.A.

#### 1. Cicero, De Senectute, Letters; Livy, Books XXI, XXII; Horace, Selections from the Odes and Epodes. I.

*Open to students who have met admission requirement. Three hours a week for a year.*

Miss Fletcher, Miss Eldridge.

Practice in writing and translation to give facility in reading and flexibility in the use of English in translation.

#### 2. Poetry of the Augustan Age. Horace. II.

*Open to students who have completed course 1. Three hours a week for the first semester.*

Miss Walton.

The Odes, Books II-IV, are studied, with selections from the Epodes, Satires, and Epistles.

8. Poetry of the Augustan Age. Vergil. II.  
*Open to students who have completed course 1. Three hours a week for the first semester.*  
 Miss Fletcher.  
 Selections from the *Bucolics*, *Georgics*, and *Aeneid* VII-XII.
17. Studies in Tacitus and Pliny. Outline History of the Early Empire. II.  
*Open to students who have completed course 2 or 8. Three hours a week for the second semester.*  
 Miss Walton.  
 Tacitus, Germania and Agricola, with selections from the other works. The work in Pliny includes careful study of certain letters and the rapid reading of many others.
11. Latin Prose Composition. Intermediate Course. II.  
*Open to students who have completed course 1 and are taking a full course in the department. One hour a week for a year.*  
 Miss Fletcher.
7. Sight Reading in Prose and Verse. II.  
*Open to students who are taking either 2-17, or 8-17. One hour a week for a year.*  
 Miss Eldridge.
4. Comedy. Plautus and Terence. III.  
*Open to students who have completed two full courses. Three hours a week for the first semester.*  
 Miss Hawes.  
 This course includes the careful study of two or more plays together with the rapid reading of several others.
5. Satire. Horace and Juvenal. III.  
*Open to students who have completed two full courses. Three hours a week for the second semester.*  
 Miss Hawes.  
 This course includes the reading of selected satires of Horace and Juvenal, with study of other Roman satirists by lectures and special topics.
- \*19. Livy and Cicero. III.  
*Open to students who have completed two full courses. Three hours a week for the first semester.*  
 Miss Fletcher.

\*Not offered in 1911-1912.

Rapid reading without translation in preparation for fuller study of sources.

20. Ovid, Fasti; Cicero, De Fato, De Divinatione, De Natura Deorum. III.

*Open to students who have completed two full courses. Three hours a week for the second semester.*

Miss Fletcher.

The early religious institutions of the Romans will be studied from these sources and from other selected readings.

10. Latin Prose Composition. III.

*Open at the discretion of the instructor to students who have completed course 11 and who are taking a full course in the department. One hour a week for a year.*

Miss Fletcher.

12. Outline History of Latin Literature. III.

*Open to students who have completed two full courses, and who are taking a full course in the department. One hour a week for a year.*

Miss Hawes.

Lectures and readings, with direction of the students private reading.

The aim of this course is to give a general survey of the subject, tracing the beginnings and development of the various kinds of prose and poetry, and considering the changes in the political and social conditions under which Latin literature developed.

- ‡15. Topography of Rome. III.

*Open to students who have completed two full courses. Three hours a week for the first semester.*

Miss Walton.

Lectures and discussions.

Architectural History and Topography of Ancient Rome; Studies in Pompeii.

- ‡\*18. Latin Epigraphy. III.

*Open to students who have completed two full courses. Three hours a week for the second semester.*

Miss Walton.

‡ Archaeology 3-4 and Latin 15-18 are not usually given in the same year.

\*Not offered in 1911-1912.

## 16. Private Life of the Romans. III.

*Open to students who have completed two full courses, and who are taking a full course in the department. One hour a week for a year.*

Miss Hawes.

Lectures on various topics illustrating the life of the Romans, readings and discussions.

## 14. Literature of the Empire. III.

*Open to students who have completed three full courses. Three hours a week for a year.*

Miss Hawes.

The readings in this course are chosen from a wide range of authors and vary from year to year. Lectures on various aspects of life under the Roman Empire.

## \*9. Latin Poetry. III.

*Open to students who have completed three full courses. Three hours a week for a year.*

Miss Hawes.

Selections from Catullus and the Augustans. Poetry of the Empire: the authors read vary somewhat from year to year.

**APPLIED MATHEMATICS**

PROFESSOR: ELLEN HAYES, B.A.

## †1. Introduction to the Mathematical Treatment of Science. II.

*Open to sophomores, juniors, and seniors who have completed Pure Mathematics I. Three hours a week for a year.*

Miss Hayes.

An introduction to the mathematical treatment of science, containing the practical essentials of calculus and analytic geometry and the elements of mechanics. (The required freshman mathematics may be combined with this course and other courses in applied mathematics to form a restricted elective.)

## †3. Thermodynamics. III.

*Open to students who have completed course I. Three hours a week for the first semester.*

Miss Hayes.

\*Not offered in 1911-1912.

†Withdrawn for the current year.

**†4. Theoretical Mechanics. III.**

*Open to students who have completed course 1. Three hours a week for a year.*

Miss Hayes.

This course is a continuation of course 1, and is devoted to the further development of the principles of kinematics, statics, and kinetics.

**†5. Geodynamics. III.**

*Open to juniors and seniors properly qualified. Three hours a week for a year.*

Miss Hayes.

Both the astronomical and geological aspects of the subject are emphasized. In general, the topics discussed are: theories concerning the origin of the earth; precession, nutation; form, size, density of the earth; thermal condition of the earth.

## PURE MATHEMATICS

**PROFESSOR: ELLEN LOUISA BURRELL, B.A.**

**ASSOCIATE PROFESSORS: EVA CHANDLER, B.A.,**

**HELEN ABBOT MERRILL, PH.D.,**

**ROXANA HAYWARD VIVIAN, PH.D.**

**INSTRUCTORS: MABEL MINERVA YOUNG, M.A.,**

**† CLARA ELIZA SMITH, PH.D.,**

**EUPHEMIA RICHARDSON WORTHINGTON, PH.D.,**

**MARY FLORENCE CURTIS, B.A.**

**1. Required course for freshmen. I.**

*Four hours a week for a year.*

(a) Solid and Spherical Geometry.

*Three hours, first semester.*

(b) Higher Algebra.

*One hour, first semester; two hours, second semester.*

The subjects included are: Functions and Theory of Limits, Derivatives, Development of Functions in Series, Convergency of Series, Theory of Logarithms, Determinants, Theory of Equations (including Sturm's Theorem). (*Taylor's College Algebra.*)

(c) Plane Trigonometry.

*Two hours, second semester.*

The angular analysis, including transformations, trigono-

† Withdrawn for the current year.

‡ Absent on leave.

metric equations and inverse functions, is fully treated, as well as the solution of triangles and the practical use of the tables.

Miss Chandler, Miss Merrill, Miss Vivian,  
Miss Young, Miss Worthington, Miss Curtis.

**2. Conic Sections and Plane Analytical Geometry. II.**

*Open to students who have completed course 1. Three hours a week for a year.*

Miss Chandler, Miss Merrill, Miss Vivian.

A brief course in geometrical conics is given in connection with the usual analytical work, with correlated work in geometrical drawing.

**3. Differential and Integral Calculus. III.**

*Open to students who have completed course 2, or, with the approval of the instructor, to those who are taking course 2. Three hours a week for a year.*

Miss Burrell.

The applications include a course in curve tracing.

**12. Algebraic and Trigonometric Analysis. II.**

*Open to students who have completed course 1 and are taking or have completed course 2. One hour a week for a year.*

Miss Burrell.

Fundamental concepts; development of the complete number system of algebra; graphic representation; trigonometry as a part of pure algebra; De Moivre's Theorem; the fundamental theorem of algebra; further work in series; the generalized logarithm; hyperbolic functions.

**4. Theory of Equations, with Determinants. III.**

*Open to students who have completed or are taking course 3. Three hours a week for the first semester.*

Miss Chandler.

The work is based on Burnside and Panton's Theory of Equations.

**5. Solid Analytical Geometry. III.**

*Open to students who have completed or are taking course 3. Three hours a week for the second semester.*

Miss Chandler.

The straight line; the plane; surfaces of the second order. Brief study of surfaces in general.

**6. Modern Synthetic Geometry. III.**

*Open to students who have completed or are taking course 3.  
Three hours a week for a year.*

Miss Burrell.

Metrical and projective properties of plane and space forms of the first and second orders; the anharmonic ratio; harmonic forms; the method of inversion; involution; collineation; the law of duality; theory of poles and polars; reciprocation; space forms and surfaces of the second order. Given by lectures and references, with constant practice in the solution of geometrical problems.

**9. Higher Analysis. III.**

*Open to students who have completed course 3. Three hours a week for a year.*

Miss Merrill.

Functions of a real variable, including definite integrals, elliptic integrals, infinite series and products, Beta and Gamma functions. Introduction to the theory of functions of a complex variable.

**†10. Differential Equations. III.**

*Open to students who have completed course 3. Three hours a week for a year.*

Miss Chandler.

A general course in ordinary and partial differential equations.

**†11. Analytical Projective Geometry. III.**

*Open to students who have completed course 3, and have completed or are taking course 6. Three hours a week for a year.*

Miss Burrell.

A lecture course, introductory to the principles of modern geometry.

† Withdrawn for the current year.

## MUSIC

**PROFESSOR: HAMILTON CRAWFORD MACDOUGALL, MUS.D.**

**ASSOCIATE PROFESSOR: CLARENCE CRANT HAMILTON, M.A.**

**INSTRUCTORS: EMILY JOSEPHINE HURD,  
EDITH ESTELLE TORREY,  
HETTY SHEPARD WHEELER, M.A.,  
ALBERT THOMAS FOSTER,  
ALICE CUMMING PHILLIPS,  
ANNIE BIGELOW STOWE, B.A.**

### I. Musical Theory

The courses in theory and history are open to all students without regard to previous musical knowledge, and count toward the B.A. degree. The history and theory courses are subject to no separate tuition fee, with the exception of courses 9, 10, 11, and 12, where a nominal fee of five dollars is charged for tuning and repairs of instruments. Courses 8, 4, and 14, are designed especially for those students desiring to gain an appreciative knowledge of musical literature.

A limited number of tickets for reserved seats at the Boston Symphony concerts are free to students in the department who are able to use them profitably.

#### 15. Elementary Theory. I.

*Open only to freshmen who are taking practical music. Two hours a week for a year. No prerequisites.*

Miss Wheeler.

This course is designed for freshmen who enter college with the intention of specializing in music. It may be followed by course 1, but not by course 8. This course covers elementary acoustics, modern musical notation, diatonic and chromatic scales, invention and harmonization of melodies, invention and harmonization of basses up to and including the chord of the dominant seventh.

#### 8. Foundation Principles. I.

*Open to sophomores, juniors, seniors, and advanced freshmen (five-year music course). Three hours a week for a year. No prerequisites.*

Mr. Macdougall.

This course covers the ground necessary for admission to courses 1 or 4, and also offers a substantial foundation for subsequent work in practical or theoretical music. It includes the study of elementary acoustics in its relation to music; the in-

tervals; the modern scales; the formation and connection of the fundamental triads and the dominant-seventh chord; the elements of rhythm and melody. Much attention will be devoted to ear training, and to the realization of the principles of the course in choral practice.

This course is not open to students who have taken course 15.

#### 1. Harmony. II.

*Open to students who have completed course 15 or course 8.  
Three hours a week for a year.*

Mr. Macdougall, Miss Wheeler.

This course covers the formation and interconnection of chords; modulation; non-harmonic tones; analysis of harmony in standard works; invention of melodies and the expansion of the harmonic accompaniment. The course aims to give facility in elementary composition.

#### 9. Applied Harmony. II.

*Open to those students only who are at the same time taking course 1. Two hours a week for a year. A laboratory fee of five dollars is attached to this course.*

Mr. Macdougall.

This course aims to realize synthetically at the pianoforte the principles taught in course 1, following what may be termed a laboratory method.

NOTE.—Instruction will be given in small classes of not less than three students. The course is in no sense a substitute for pianoforte lessons. Students must satisfy the head of the department that they have a pianoforte technique adequate for the work; in general, the ability to play the easier Mendelssohn Songs without Words, and to read hymn tunes accurately at sight will be sufficient.

#### 4. The Development of the Art of Music. III.

*Open to students who have completed course 8 or course 1.  
Three hours a week for a year.*

Mr. Macdougall.

A course in the appreciation of music designed to develop musical perception and the ability to listen intelligently to the best music. It includes the evolution of rhythm, harmony, and melody, and their powers and offices in musical expression; the principal musical forms analytically considered; studies of the principal composers, their lives, their strongest works, their

relation to the progress of musical art. Some great work will be selected for study during the year.

This course is not open to students who have taken or are taking course 14.

10. Applied History. III.

*Open to those students only who are at the same time taking course 4. Two hours a week for a year. A laboratory fee of five dollars is attached to this course.*

Mr. Macdougall.

This course aims to realize synthetically at the pianoforte the development of music from the organum of Hucbald to the Wagner opera. Specimens of the music of various schools and periods will be collected, played and analyzed. See note to course 9.

6. Counterpoint. III.

*Open to students who have completed course 1. Three hours a week for the first semester.*

Mr. Hamilton.

Counterpoint in two, three, and four voices; double counterpoint; analysis; the distinctions between strict (modal) and free counterpoint; the rules for the latter deduced from contemporaneous practice; fugue for two and three voices.

†11. Applied Counterpoint. III.

*Open to those students only who are at the same time taking course 6. Two hours a week for the first semester. To this course a laboratory fee of two dollars and a half is attached.*

Mr. Hamilton.

This course aims to realize synthetically at the pianoforte the laws of simple and double counterpoint by the constant playing and analysis of the best examples from the masters. See note to course 9.

7. Musical Form. III.

*Open to students who have completed course 6. Three hours a week for the second semester.*

Mr. Hamilton.

This course aims to cover the various imitative forms, the suite and sonata forms, the large forms of vocal and orchestral music.

Students have the opportunity of doing practical work in composition (song form, sonata movements, etc.).

† Withdrawn for the current year.

## †12. Applied Form. III.

*Open to those students only who are at the same time taking course 7. Two hours a week for the second semester. To this course a laboratory fee of two dollars and a half is attached.*

Mr. Hamilton.

This course aims to play and to analyze a great number of specimens of the various forms, with careful analysis and classification. See note to course 9.

## 14. History of Music. I.

*Open to sophomores, juniors, and seniors. Three hours a week for a year. No prerequisites.*

Mr. Hamilton.

Lectures on the history of music of all nations, with assigned readings and frequent musical illustrations, from which the student is taught to compile analytical programs and critiques.

The course is non-technical and no previous knowledge of music is required. It is not open to students who have taken or are taking course 4.

## \*13. The Symphony from Joseph Haydn to the Present Time.

III.

*Open to students who have completed courses 1 and 4 (or the equivalent) and who have some facility in playing the piano-forte. Three hours a week for a year.*

Mr. Macdougall.

A historical course, tracing the development of the Symphony in its form, its instrumentation, and its content.

## 17. Free Composition. III.

*Open by permission to students who have completed courses 6 and 7. Three hours a week for the year.*

Mr. Macdougall.

## \*18. Beethoven and Wagner. III.

*Open to students who have completed course 1 or its equivalent. Three hours a week for a year.*

Mr. Macdougall.

An intensive course devoted to the analyses of selected piano-forte sonatas, chamber music, the symphonies of Beethoven, "Fidelio," and the operas of Wagner. The aim of the course will be to give an intimate knowledge of the two composers' works and to estimate their place in musical history.

† Withdrawn for the current year.

\* Not offered in 1911-1912.

**II. Practical Music (Instrumental and Vocal Lessons)**

[Attention is called to the fact that a good student need not necessarily spend five years in college in order to carry on practical music at the same time with the academic course. See (a) below.]

It is believed that students having a command of pianoforte or organ technique will be able to profit by the theoretical instruction given in the department to a fuller degree than those without such a technique. To encourage students to acquire a technique, as well as to furnish authoritative instruction, the department undertakes to give lessons in pianoforte, organ and violin playing and in singing. Practical work is an elective, and students should notify the department of their election of the subject in the usual manner and at the proper time; with the exception of the applied music courses, 9, 10, 11, 12, practical work does not count toward the B.A. degree. It is offered to all students, whether candidates for degrees or not, as stated below:—

(a) *Candidates for the B.A. degree who propose to spend but four years in college may take practical music*, provided that they obtain each year the permission of the Dean of the College as well as of the Professor of Music; they must also take Musical Theory unless they have completed two courses in the subject.

(b) *Candidates for the B.A. degree who are willing to devote five years to the college course* will be permitted to take practical music each year of the course. Freshmen may do so without taking Musical Theory, but all other students in the academic and musical course are governed by the restriction laid down in (a).

(c) *Candidates for the B.A. degree who wish also the Certificate of the Department of Music* should plan to devote *five years to the college course*. Such students are required to take practical music, two lessons a week, throughout the five years. They must complete, satisfactorily to the department, a course in the literature of the instrument chosen or of the voice; they must apply for the certificate at least three years in advance. After the first year the study of Musical Theory is required.

(d) *Students not candidates for the B.A. degree who desire to specialize in Music* must meet the requirements prescribed for admission to the freshman class, and must in addition pass an examination on the rudiments of music. This examination will be based upon W. H. Cummings's *Rudiments of Music* (No. 2 of Novello Company's Music Primers), chapters 6, 9, and 10 omitted. Special students must take both Musical Theory and vocal or instrumental lessons, two a week, with not less than twelve hours of weekly practice. They must also take from six to nine hours per week of academic work, including Musical Theory, as may be decided in consultation with the Dean.

(e) *Students not candidates for the B.A. degree who wish the Certi-*

*ficate of the Department of Music must comply with the conditions laid down in (d); moreover the academic work taken must include modern languages. Such students must apply for the certificate on entering the department, and must have already acquired the fundamental technique of the instrument chosen or of the voice. The time occupied in study for the certificate depends upon the talent, upon the proficiency of the student at entrance, and upon her subsequent diligence; but in general four years at least are necessary. The various courses are so arranged that the pupil on completion will have an acquaintance with the best musical literature.*

(f) Graduates of Wellesley College or of other institutions may make special arrangement for instrumental or vocal lessons.

(g) Permission to practice in Music Hall cannot be given to students not regularly registered in the department.

(h) Students whose progress is not satisfactory may be required to discontinue their lessons.

For tuition and other charges in the Department of Music see page 140.

## COMPARATIVE PHILOLOGY

**ASSOCIATE PROFESSOR: KATHARINE MAY EDWARDS, PH.D.**

**PROFESSOR: HENRIETTE LOUISE THÉRÈSE COLIN, PH.D., OFF. I. P.**

**ASSOCIATE PROFESSORS: LAURA EMMA LOCKWOOD, PH.D.,  
NATALIE WIPPLINGER, PH.D.**

### 1. General Introduction to the Science of Language. III.

*Open to seniors, and to juniors by permission of the instructor.  
Two hours a week for a year.*

Miss Edwards.

Lectures on the origin and nature of language and principles of its life and growth; outline studies in phonetics; classification of languages; groups of Indo-European languages with chief characteristics.

### \*5. Sanskrit. III.

*Open to graduates only. One hour a week for a year.*

Miss Edwards.

### †6. Gothic (German 26). III.

*Open to graduates only. Three hours a week for the first semester.*

Miss Wipplinger.

\* Not offered in 1911-1912.

† Withdrawn for the current year.

Reading of Ulfilas, with constant reference to the syntax, phonology, and etymology of the language. Presentation of fundamental principles in Germanic Philology.

**8. Old English (English Language 4). III.**

*Open to graduates, and to seniors by permission of the department. Three hours a week for a year.*

Miss Lockwood.

A study of Old English inflections, phonology and syntax. The reading of the best pieces of literature in Old English prose and poetry. A particular problem in either literature or language is assigned to each student for investigation.

**9. Old French (French 11). III.**

*Open to graduates, and to seniors by permission of the department. Three hours a week for a year.*

Madame Colin.

A study of Old French in numerous old texts with a consideration of the general laws of its phonetic development from Latin to French, and the evolution of its syntax.

Lectures, critical reading, papers on special subjects.

## PHILOSOPHY AND PSYCHOLOGY

**PROFESSORS:** MARY WHITON CALKINS, M.A., LITT.D.,

MARY SOPHIA CASE, B.A.,

ELEANOR ACHESON McCULLOCH GAMBLE, PH.D.

**INSTRUCTOR:** HELEN DODD COOK, PH.D.

**ASSISTANTS:** ETHEL BOWMAN, M.A.,

SARAH JONES WOODWARD, M.A.

**GRADUATE ASSISTANTS:** JOSEPHINE NASH CURTIS, B.A.,

FLORENCE MAY KUNKEL, B.A.

The requirement in philosophy for a degree is met (a) by course 1 (first semester) followed in the same year by course 6 or course 16 (second semester); or (b) by course (7) full year course. Courses 6 and 16 are open also as elective courses, but they may not both be elected by a student who has completed or is carrying course 7.

The department offers direction to graduate students in independent work in psychology and in philosophy, and conducts graduate conferences with individual students at stated times.

**3. Logic. I.**

*Open to sophomores and juniors who are taking course 1 or course 7 in Philosophy, or course 2 or course 4 in English Composition. One hour a week for a year.*

Miss Gamble.

Training in argument and in logical criticism. Work expressly designed to meet the practical needs of the student. The course deals not only with the principles of deductive logic, but also with elementary questions of observation and testimony, and of scientific, statistical, and legal evidence.

### Psychology

Courses 1 and 7 are not both open to the same student.  
For description of the Psychology Laboratory, see page 155.

#### 1. Introduction to Psychology. I.

*Open to sophomores, juniors, and seniors. Three hours a week for the first semester.*

Miss Calkins, Miss Cook, Miss Bowman.

The aims of this course are, first and primarily, to train students in the scientific observation and description of consciousness; second, to apply the results of this study to practical problems of conduct; and, finally, to provide a psychological basis for the study of sociology, of education, and of philosophy. The course is conducted (1) by means of lectures, with frequent experimental demonstrations, accompanied by class discussions; (2) by weekly conferences with groups of students. Reading of psychological texts is preceded by purely introspective or by experimental analysis and is followed by the study of concrete problems. Text-books: Calkins, *A First Book in Psychology*, and James, *Psychology, Briefer Course*.

#### 7. Introductory Course in Experimental Psychology. I.

*Open to sophomores, juniors, and seniors. Three hours a week for a year.*

Miss Gamble.

This course aims to insure to students an acquaintance with primary mental facts, to give them a definite notion of the topics treated and of the experimental and statistical methods employed in psychology, normal and abnormal, and to fit them for more advanced psychological work. Especial stress is laid upon the study of memory. The course is conducted by lectures and by weekly laboratory appointments for the assignment and discussion of experimental work. Text-books: Calkins, *A First Book in Psychology*; Ebbinghaus, *Psychology*. Laboratory Manual: Seashore, *Elementary Experiments in Psychology*.

The work in psychology will be supplemented by a brief course introductory to philosophical study. The problems discussed will be those suggested by Berkeley's *Dialogues between Hylas and Philonous*.

18. Second Course in General Experimental Psychology. III.  
*Open to graduate students, to undergraduates who have completed course 7, and by permission to undergraduates who have completed course 1. Three hours a week for a year.*

Miss Cook.

The purpose of this course is to offer thorough training in experimentation as demonstrative of the principal facts and theories of normal psychology. Special stress will be laid upon the use of apparatus. The course is designed to meet the needs of those who expect to teach psychology, or to engage in advanced psychological research. Titchener: *Experimental Psychology*; Myers: *Experimental Psychology*.

14. Research Course in Psychology. III.

*Open to students who have completed course 7, and to students who are taking or who have completed course 18. Three hours a week for a year.*

Miss Gamble, Miss Cook.

This course consists of investigation, experimental or statistical, by individual students of special problems. The methods employed are wider than the problems and are adapted to training students in the fundamental demands of research.

15. Second Research Course in Psychology. III.

*Open to graduate students, and to others by permission, as a fourth course in psychology. Three hours a week for a year.*

Miss Cook, Miss Gamble.

- †5. Reading Course in German Psychology. III.

*Open to students who are taking course 14, course 15, or course 18. One hour a week for a year.*

Miss Gamble, Miss Cook.

### Philosophy

Only one of the three courses, 11, 12, and 13, will ordinarily be offered in the same year.

16. Social Ethics. I.

*Open to juniors and seniors who have completed course 1 or course 7, or who are taking course 7. Three hours a week for the second semester.*

Miss Case.

The course aims to develop a comprehensive conception of human life and an intelligent apprehension of the significance

† Withdrawn for the current year.

of conduct. Problems of ethics are approached by way of the conception of the good, and are examined mainly in their social aspects. The relation of ethical to metaphysical questions is considered in such a way as to lay a foundation for further philosophical study. Observation, partly but not chiefly introspective, is followed by class discussions, reading of ethical texts, and lectures. Text-books: Plato's *Republic* and Palmer's *The Nature of Goodness*. Supplementary reading from other dialogues of Plato, from Aristotle, and from McDougall, Ross, Dewey, and other modern writers. Lectures on social psychology; on family relationships, friendship, and other personal relations; on the nature of social institutions, especially the State; and on other topics connected with the texts read.

#### 6. Introduction to Philosophy. I.

*Open to sophomores, juniors, and seniors who have completed course 1 or course 7 or who are taking course 7. Three hours a week for the second semester.*

Miss Calkins, Miss Cook.

The primary aim of this course is the discussion of the metaphysical problems raised in the study of psychology: the nature of body, the nature of mind, and the connection between mind and body. The relations of philosophy to religion and to physical science are also considered. The discussion is based upon Descartes's *Meditations*, selections from Hobbes's *Concerning Body*, Berkeley's *Principles of Human Knowledge* and *Dialogues between Hylas and Philonous*. Calkins's *The Persistent Problems of Philosophy* is used for reference.

#### 10. Greek Philosophy. II.

*Open to juniors and seniors who have completed or who are taking course 1 or course 7. Three hours a week for a year.*

Miss Case.

Primarily text study. (a) Pre-Platonic philosophy. Fragments (accompanied by outlines); selections from Xenophon's *Memo-rabilia* and from the dialogues of Plato. Two months. (b) Plato. Study of the dialogues with especial emphasis on Plato's development. Most of the year. (c) Post-Platonic philosophy. Extended passages from Aristotle's *De Anima* or from the *Nicomachean Ethics*; selections from the *Metaphysics*; lectures on Aristotle; brief summary of post-Aristotelian philosophy.

#### 9. Modern Continental Philosophy of the Eighteenth Century.

III.

*Open to juniors who are taking course 10 and to seniors. Three hours a week for a year.*

Miss Calkins.

The course is conducted by lectures and discussions, and by the text study of Leibniz's *Discourse on Metaphysics*, and other writings; Hume's *Enquiry*, and *Treatise*, selections from Book I; Kant's *Critique of Pure Reason* (with omissions), and selections from his ethical works; Spinoza's *Ethics*; and Fichte's *Vocation of Man*. Students are referred also to the writings of Pearson, Strong, Fullerton, James, Royce and others for contemporary discussions of the fundamental metaphysical problems. Lectures on the relation of philosophy to poetry, on the relation of theology to religion, and on the philosophical bearing of certain scientific conceptions.

\*2. *Æsthetics. III.*

*Open to juniors and seniors who are taking a full elective course in the department. One hour a week for a year.*

\*11. *Advanced Course in Modern Philosophy. III.*

*Open to students who have completed course 10 and have completed or are taking course 9, and by special arrangement to graduate students who have completed course 9. Three hours a week for a year.*

Miss Calkins, Miss Case.

In 1909-1910, first semester: text study of Hegel's smaller Logic; second semester: study of contemporary criticisms of idealism.

12. *Philosophy of Religion. III.*

*Open to students who have completed course 10 and have completed or are taking course 9, and by special arrangement to graduate students who have completed course 9. Three hours a week for a year.*

Miss Calkins, Miss Case.

Preliminary study of the psychology of religion based on James's *Varieties of Religious Experience* and Leuba's *The Psychological Origin and the Nature of Religion*, and supplemented by collateral reading in the history of religion. Hegel's *Philosophy of Religion*, especially Part III. Text study will be preceded by a rapid study of the Logic of the *Encyclopedia*, and accompanied and followed by an examination of the significance of religious experience and the validity of religious

\* Not offered in 1911-1912.

beliefs. The attitude of current philosophical systems to religious conceptions will be considered.

**†13. Historical Studies in Ethics. III.**

*Open to students who have completed course 10 and have completed or are taking course 9, and by special arrangement to graduate students who have completed course 9. Three hours a week for a year.*

Miss Case, Miss Calkins.

In 1910-1911 first semester: the ethical system of Hegel; second semester: ethical systems of the latter half of the nineteenth century.

**19. Constructive Treatment of Problems in Metaphysics. III.**

*Open by permission to graduate students. In 1911-1912: two hours a week for a year.*

Miss Calkins.

Subject for 1911-1912: contemporary realism. Study of Fullerton, G. E. Moore, Nunn, Woodbridge, Montague, Perry, and others.

**\*20. Special Text Studies in Philosophy. III.**

*Open by permission to graduate students. Three hours a week for a year.*

Miss Calkins, Miss Case.

Subject in 1910-1911: (1) Italian-Greek philosophy as influenced by Pythagoras; (2) The nature-philosophy of Schelling.

## PHYSICS

**PROFESSOR: SARAH FRANCES WHITING, S.C.D.**

**ASSOCIATE PROFESSORS: GRACE EVANGELINE DAVIS, M.A.,  
LOUISE SHERWOOD McDOWELL, PH.D.**

**INSTRUCTOR: MARGARET SHIELDS, B.A.**

**GRADUATE ASSISTANT: ETHEL TRACY SMITH, B.A.**

**1. General Physics. I.**

*Open to all undergraduates. Three hours a week for a year.*

Miss McDowell, Miss Shields, Miss Smith.

This course consists of lectures illustrated with many experiments, followed by laboratory work. The elementary principles of Mechanics, Sound, Electricity, Light are outlined. Special attention is given to the explanation of the phenomena of everyday life.

†Withdrawn for the current year.

\*Not offered in 1911-1912.

**2. Outline of Physics. I.**

*Open only to students in the department of Hygiene and Physical Education. Three hours a week for the first semester.*

Miss McDowell.

This course, which consists of experimental lectures followed by recitations, takes up more briefly than course 1 the fundamental conceptions of Physics.

**3. Heat, Light, and Electricity. II.**

*Open to students who have completed course 1 or an equivalent. Three hours a week for a year.*

Miss Davis.

This course presupposes an acquaintance with the general principles of Physics, and aims to be intensive in its work. Only the best instruments of precision are used, and training is given in the handling of apparatus and in the discussion of results.

**4. Light and Electricity, mathematically treated. III.**

*Open to juniors and seniors who have completed course 3 and also course 1 in Applied Mathematics or course 3 in Pure Mathematics. Three hours a week for a year.*

Miss McDowell.

Text-books: J. J. Thomson's *Mathematical Theory of Light and Electricity*, first semester; Edser's *Light for Students*, second semester, with reference reading.

It is possible to combine one semester of this course with either 5 or 8.

**5. Advanced Optics. III.**

*Open to students who have completed course 3. Three hours a week for the second semester.*

Miss Whiting, Miss Davis.

Polarized light, measurement of wave lengths with plane grating, mapping spectra with filar micrometer, photographing spectra with concave grating spectroscope through color screens, measurement of photographs with measuring machine, work with interferometer.

**8. Advanced Electricity. III.**

*Open to students who have completed course 3. Three hours a week for the first semester.*

Miss Whiting, Miss Davis.

Precise measurements of electrical units, Hertzian waves

discharge through gases, Roentgen ray photography, radioactivity.

The aim of courses 5 and 8 is to present modern theories with evidence for them gathered from individual work and consultation of original memoirs, and to develop the power of independent thought and experiment.

## 6. Meteorology. II.

*Open to sophomores, juniors, and seniors who have completed course 1 or an equivalent. One hour a week for a year.*

Miss Davis.

Text-books: Davis's *Meteorology*, Moore's *Descriptive Meteorology* with library references. The subject is taken up as a branch of applied Physics. The study of the phenomena of the weather,—air pressure, temperature, cold waves, winds, clouds, precipitation leads to an understanding of the principles of weather prediction.

## SPANISH

INSTRUCTOR: ALICE HUNTINGTON BUSHEE, M.A.

### †1. Elementary Course. I.

*Open to sophomores, juniors, and seniors. Three hours a week for a year.*

Miss Bushee.

Drill in pronunciation and elements of the language, Wagner: *Grammar*; prepared and sight translations, oral exercises; Bransby's *Spanish Reader*; Alarcón: *El Capitán Veneno*; Galdós: *Mariuela*; Becquer: *Leyendas y Poesías Escogidas*. Themes, reports and collateral reading on Spanish subjects.

### 2. Intermediate Course. II.

*Open to students who have completed course 1. Three hours a week for a year.*

Miss Bushee.

Olmsted and Gordon: Spanish Grammar. Modern Literature, Fernán Caballero: *Un servilón y un liberalito*; Valera: *Pasarse de Listo*; Echegaray: *El Gran Galeoto*; Palacios Valdés: *La Hermana San Sulpicio*. Mediaeval Literature. Authors of the Golden Age; Cervantes: Extracts from *Don Quijote*; Calderón: *La Vida es Sueño*; Lope de Vega; *La Estrella de Sevilla*; Extracts from *El Cid*; Ballads and Legends.

† This course if taken in the senior year may not count within the minimum number of hours prescribed for a degree.

**ZOOLOGY AND PHYSIOLOGY**

**ASSOCIATE PROFESSORS:** ALICE ROBERTSON, PH.D.,  
MARIAN ELIZABETH HUBBARD, B.S.,  
CAROLINE BURLING THOMPSON, PH.D.

**INSTRUCTORS:** CARRIE MAUDE HOLT, M.A.,  
MARGARET HARRIS COOK, PH.D.,  
MABEL LOUISE ROBINSON, M.A.

**CURATORS:** ALBERT PITTS MORSE,  
JULIA ANN WOOD HEWITT, B.A.

**1. The Biology of Animals. I.**

*Open to freshmen and sophomores. Three hours a week for a year.*

Miss Hubbard, Miss Thompson,  
Miss Holt, Miss Cook, Miss Robinson.

This course is conducted by lectures and laboratory and field work.

The student becomes familiar with a series of types of invertebrates and with one vertebrate, the frog. Each animal is studied in its structure, physiology, life-history and economic importance, and, in addition, attention is directed to its haunts, its food, its instincts and habits, and its adaptions to its surroundings.

The study of birds constitutes a part of the work.

This course aims to train the student in accurate observation. Attention is directed continually to fundamental biological principles, special emphasis being placed on the facts of evolution.

**2. Zoology of Vertebrates. II.**

*Open to juniors and seniors, and to sophomores who have completed course 1. Three hours a week for a year.*

Miss Cook.

This course aims to do for the vertebrates what course 1 does for the invertebrates. It is opened by a careful and detailed study of the dogfish as a type of the group, followed by briefer study of the smelt or herring. The work on aquatic vertebrates is succeeded by similar studies of amphibious, aerial, and terrestrial ones. The aim throughout is both to trace the progressive modifications of the vertebrate type, together with those adaptions which fit its members for varying modes of life, and also to point out the relations between human structure and that of the lower vertebrates.

Courses 1 and 2 together will meet the requirement in Biology of the Johns Hopkins Medical School.

**\*5. Natural History of Animals. III.**

*Open to students who have completed courses 1 and 2, and with the approval of the head of the department, to juniors and seniors who have completed course 1 or 2. Three hours a week for the first semester.*

Miss Robertson.

Lectures, laboratory and field work with special reference to local fauna, both land and water. Primarily for those intending to teach Zoology.

**6. Philosophical Zoology. III.**

*Open, with the advice of the head of the department, to students who have taken course 2 and one other course. Three hours a week for the year.*

Miss Robertson.

Theoretical problems of biology. Lectures on evolution, variation, and heredity, the discussion of these together with related facts, and current biological theories.

**\*7. Insects. III.**

*Open to students who have completed courses 1 and 2, and with the approval of the head of the department, to juniors and seniors who have completed course 1 or 2. Three hours a week for the second semester.*

Miss Thompson, Mr. Morse.

Lectures, laboratory, and field work with reference to the different groups of insects and especially the commoner forms. Primarily for those intending to teach Zoology.

**8. Embryology and Cell Structure. III.**

*Open to juniors and seniors who have completed or are taking course 2. Three hours a week for a year.*

Miss Thompson.

Lectures and laboratory work upon the structure of animal cells and tissues, the embryology of the chick and certain other vertebrates. Instruction in technique forms a part of the laboratory work.

**10. Physiology. III.**

*Open to students who have completed course 2. Three hours a week for a year.*

Miss Robertson.

Lectures and laboratory work dealing with experimental and

\* Not offered in 1911-1912.

theoretical questions in human physiology. Each student arranges and uses the apparatus necessary for almost all experiments; the instructor, however, performs some of the more difficult ones, assisted in turn by the different members of the class.

**Course for Special Students in the Department of  
Hygiene and Physical Education.**

**11. Anatomy. II.**

*Open to first-year special students in the Department of Hygiene and Physical Education. Four hours a week for the year. Course 11 demands a larger amount of outside work than the other courses and hence counts for four instead of three hours.*

First Semester, Miss Holt.

Second Semester, Miss Thompson.

Lectures and laboratory work upon the anatomy of the muscles, viscera, circulatory, and nervous systems. Elements of histology.

## COLLEGE EXAMINATIONS

An examination period occurs at the end of each semester. At these periods, and also during the days of the admission examinations in September, examinations for the removal of conditions and deficiencies and for advanced standing may be taken.

A student who wishes to take an examination upon a course which is not a part of her approved schedule for the year, must apply to the Dean for the requisite card of admission to the examination. The last day for receiving applications for such cards is *for the September examinations, September first; for the mid-year examinations, January first; for the June examinations, May fifteenth.*

N. B. Examinations for the removal of conditions and deficiencies excepted, no student can be admitted to examination upon a course which is not a part of her approved schedule for the year without permission both from the Head of the Department concerned and the Dean of the College. *No student, therefore, should enter upon preparation for such an examination until her plan has been approved by both of the above named officers.*

 The College reserves the right to require the withdrawal of students whose scholarship is not satisfactory.

## DEGREES

The following degrees are conferred by the Trustees upon recommendation of the Academic Council:—

Bachelor of Arts.

Master of Arts.

## REQUIREMENTS FOR THE B.A. DEGREE

Every candidate for the B.A. degree must complete before graduation the equivalent of fifty-nine hours.\* Since 1896, two grades in work which reaches the passing mark have been distinguished: one, "*Passed*"; the other, "*Passed with Credit.*" In order to be recommended for the degree of Bachelor of Arts, a student must have "passed with credit" in not less than eight hours in each semester of her freshman

\* This requirement of fifty-nine instead of fifty-eight hours applies to the class of 1914 and all succeeding classes.

and of her sophomore year, and in not less than nine hours in each semester of her junior and of her senior year. Deficiency of such work in any semester may be made good in accordance with regulations adopted by the Faculty. First-year French and first-year German may not *both* be counted among the fifty-nine hours. *Neither* first-year French nor first-year German may be so counted if taken after the sophomore year, and neither second-year French nor second-year German if taken after the junior year. Of the fifty-nine hours required for the B.A. degree, a certain number is prescribed, the rest elective.

**I. PRESCRIBED.** The following subjects are required as specified:—

Biblical History . . . . .	4 hours
English Composition . . . . .	4 "
Mathematics . . . . .	4 "
Language (unless a third language has been presented for admission) . . . . .	3 "
or	
Natural Science (if not presented for admission)	
A Second Natural Science . . . . .	3 "
Philosophy . . . . .	3 "
Hygiene and Physical Education . . . . .	12 "
	—
	23 hours

Of the required subjects, Mathematics must be taken in the freshman year; Hygiene in the freshman year; Biblical History two hours per week in the sophomore and the junior years; English two hours per week in the freshman and the sophomore years. Of the natural sciences, one must be taken before the junior year, but either a language or a science must be taken in the freshman year. Philosophy should ordinarily be taken before the senior year.

**II. ELECTIVE.** All courses are classified in Grades I, II, III; Grade I including elementary courses and Grade III the most advanced courses. All of the fifty-nine hours not indicated in the above are elective, subject only to the restriction

† One hour of this requirement is met by a one-hour course in Hygiene in the freshman year; the second hour is met by four periods in practical work, two periods per week in the freshman year, and two in the sophomore year.

that every candidate for the B.A. degree must show before graduation that she has completed either

- (1) nine hours in each of two departments,  
or
- (2) twelve hours in one department and six hours in a second department.

Of the courses offered to fulfill this requirement, at least one full course of Grade III must be taken in the senior year. The nine-hour groups must consist of at least six hours above Grade I, three hours of which must be of Grade III. The twelve-hour groups must consist of at least nine hours above Grade I, six hours of which must be of Grade III. The six-hour groups must include at least three hours above Grade I.

#### **REQUIREMENTS FOR THE M.A. DEGREE**

The work required of a candidate for the M.A. degree is equivalent to fifteen hours of college work, and includes no fewer than nine nor more than twelve hours of regular class work. A thesis, or a report or reports, based on independent work will be required. The student should choose one major subject, and not more than one minor subject, which should be related to the major; or she may, if she prefers, do all her work in one subject. A candidate for the M.A. degree is required to have a reading knowledge of French and of German.

One year of graduate work is required of all candidates for the M.A. degree, but two or more years are usually needed for the completion of the work.

Graduates of Wellesley College may do all the work in non-residence, under conditions defined in the Graduate Circular. One year *in residence* is required of all other candidates for the degree.

Information regarding thesis, final examinations, etc., will be found in the Graduate Circular which will be sent on application.

## EXPENSES

### TUITION

The charge for tuition to all students, whether living in college buildings or not, is \$175 a year. Tuition is payable in advance and is *not subject to return or deduction.*

Students who are permitted to take *seven hours or less* of class-room work a week, and *who do not live in college buildings*, pay tuition by the course as follows: for a one-hour course, \$20; a two-hour course, \$40; a three-hour course, \$60. Payment is due at the beginning of the year. No charge is made for tuition in Biblical History.

### TUITION AND OTHER CHARGES IN DEPARTMENT OF MUSIC

For instruction for the college year in Pianoforte, Organ, Violin, or Vocal Music, two lessons a week ‡ . . . . .	\$100
One lesson a week . . . . .	50
(Lessons thirty minutes in length.)	
For use of the Pianoforte, sixty minutes daily for the college year	10
For two and three hours daily, in proportion.	
For use of the Pipe Organ in Music Hall, sixty minutes daily, for the college year . . . . .	15
For two or three hours daily, in proportion.	

Special arrangements may be made for lessons on instruments not mentioned above.

Tuition in music must always be paid in advance and is not subject to return or deduction.

### BOARD

The charge for board to students lodging in halls of residence is \$275.

 It will be seen from the above statements that the total annual charge (for both board *and tuition*), is \$450.

### FIXED TIMES AND AMOUNTS OF PAYMENTS

1. *For students who are lodged in college buildings.*

Students who are lodged in college buildings make payments as follows:—

‡ The change in these rates applies to all students taking practical music for the first time in 1909-1910 and thereafter.

September (at the opening of college) . . . .	\$250
February (at the beginning of the second semester)	200
Total of these payments for the year . . . .	\$450

The charge for board begins at the opening of dormitories, *i. e.*, twenty-four hours before the close of registration (see page 5), and students are not permitted to occupy rooms in dormitories before that time.

## *2. For students who are not lodged in college buildings.*

Students who are not lodged in college buildings make the tuition payment (\$175) at the time of the opening in September.

These students find room and board in the village of Wellesley. Payment is made to the head of the house at such rates and times as the parties to the contract may agree upon. Information regarding boarding places may be obtained by addressing the Registrar.

*Payments must be made before the student can take her place in the class room. No exception will be made to this rule without a written permission from the Treasurer.*

*Checks or money orders should be made payable to Wellesley College.*

## FEES

An application fee of \$10 is required from all candidates for admission, and no application is recorded until the fee is received (see page 142). The same fee is required from all students in college who are intending to return for the following year, and from all former students who apply for re-admission. If the student enters college, the amount of the application fee is deducted from the first tuition bill after entrance. If formal notice of withdrawal is received at the Dean's office before August 15th of the year for which the application is made, the fee will be refunded. In all other cases it is forfeited to the College. A student who postpones entrance until the year following the one for which she first applied may transfer her application fee. But a fee so transferred will not be refunded if the student later decides to withdraw, unless the request for the transfer was received within the specified time. Requests for second transfers are sometimes granted, but a fee transferred a second time will not be refunded under any circumstances.

An infirmary fee of five dollars is charged each student. This fee covers the privileges of the infirmary, when prescribed, for a period not to exceed fourteen days. This fee is due at the beginning of the year at the time of the first payment on account of board and tuition.

A gymnasium fee of five dollars is charged each student who takes courses in Physical Education.

An additional charge is made for materials and the use of apparatus in the following laboratory courses: \$5 for each laboratory course in Astronomy, Botany, Chemistry, Geology, Physics, Zoology; \$5 each for courses 9 and 10 in Musical Theory; \$2.50 each for the half courses 11 and 12; \$2 each for the studio courses in Art, and \$1 each for all other Art courses. Every student should also reckon on the expenditure of \$10 to \$25 annually for the purchase of books. At the time of taking the degree a diploma fee is charged. This is \$5 for the B.A. degree, and \$25 for the M.A. degree.

## RESIDENCE

College Hall, with three dining rooms, accommodates two hundred and seventeen persons; Stone Hall, with four dining rooms, ninety-seven; Shafer, ninety-six; Beebe, ninety-two; Pomeroy, seventy-seven; Cazenove, seventy-seven; Wilder, fifty-one; Freeman, forty-seven; Norumbega, fifty; Wood, forty-seven; Eliot, sixty-one; Fiske, thirty-six. All the rooms are furnished and supplied with electric lights.

*[A student vacating a room before the close of the year, or relinquishing a room reserved for her at the beginning of the year, will be charged for board until the vacancy has been filled by an incoming student. Therefore, notice of an intention to withdraw should be given at the earliest possible moment. No deduction is made for absences during the year.]*

All applications for rooms in college buildings take the date at which the application fee is received. (See pages 23 and 141.)

Until May first, but not after that date, *applications from former students* will take precedence of those of new students

in the matter of rooms. A limited number of students can arrange for board at the college during the Christmas and spring vacations.

 *No student can receive a diploma until a satisfactory settlement of all her college dues has been made.*

## HEALTH

The resident physician, Katharine P. Raymond, B.S., M.D., together with the Director of Physical Education, the Director of Halls of Residence, and the President and the Dean of the College, *ex officio*, constitute a board of health to which all matters affecting the health of students are referred. An infirmary is maintained in Simpson Cottage under the charge of Dr. Raymond. Two trained nurses are in constant attendance. An infirmary fee of five dollars is charged each student. This fee covers the privileges of the infirmary when prescribed for a period not to exceed fourteen days. The services of the Resident Physician for consultation and treatment are free to all students.

## FELLOWSHIPS AND SCHOLARSHIPS

### A. FOR GRADUATES

THE ALICE FREEMAN PALMER FELLOWSHIP, yielding an income of about \$1,000, was founded in 1903, by Mrs. David P. Kimball.

The holder of this Fellowship must be a graduate of Wellesley College or some other American college of approved standing, a young woman of good health, not more than twenty-six years of age at the time of her appointment, unmarried throughout the whole of her tenure, and as free as possible from other responsibilities. The same person will not be eligible to the Fellowship for more than two years.

The Fellowship may be used for study abroad, for study at any American college or university, or privately for independent research. But several times during the period of tenure the holder of the fellowship must furnish evidence that it is used for purposes of serious study and not for general culture; and within three years from entrance on the fellowship she must present to the faculty a thesis embodying the results of the research carried on during the period of tenure.

Applications for this Fellowship should be received by the President of Wellesley College not later than February first, of the academic year preceding that for which the Fellowship is asked.

THIRTY GRADUATE SCHOLARSHIPS TO THE VALUE OF \$175 A YEAR, the equivalent of one year's tuition, have been established for the benefit of approved candidates for the M.A. degree in residence at Wellesley. Applications for these scholarships should be addressed to the Dean of the College, Wellesley College, Wellesley, Mass.

SCHOLARSHIPS IN SCHOOLS OF CLASSICAL STUDY.—Studentships in the American School of Classical Studies in Athens, and the American School of Classical Studies in Rome, are open to graduates and graduate students of Wellesley College who have done sufficient work in the classics to meet the admission requirements. The object of these schools is to afford opportunity for the study of classical literature, art, and antiquities, to aid in original research in these subjects, and to conduct the exploration and excavation of classical sites.

*The American School of Classical Studies in Athens.*—The school year extends from October first to June first. The regulations for admission are as follows: "Bachelors of Arts of co-operating colleges, and all Bachelors of Arts who have studied at one of these colleges as candidates for a higher degree, shall be admitted to membership in the School on presenting to the Committee a certificate from the classical department of the college at which they have last studied, stating that they are competent to pursue an independent course of study at Athens under the advice of the Director. Members of the School are subject to no charge for tuition."\*\* Further information can be made by application to Professor Chapin, who represents Wellesley College upon the Managing Committee of the School.

*The American School of Classical Studies in Rome.*—The school year extends from the fifteenth of October to the fifteenth of June. Information in regard to the work of the School and the requirements for admission can be had on application to Professor Hawes, who represents Wellesley College upon the Managing Committee of the school.\*

\* A few Fellowships are awarded on competitive examination.

SCHOLARSHIPS IN THE MARINE BIOLOGICAL LABORATORY AT WOOD'S HOLL.—Wellesley College is entitled to appoint annually two students who may enjoy all the advantages of this laboratory without expense for tuition. This laboratory, which is open during the summer for the study of marine life, affords opportunities both to investigators and to persons needing instruction or direction.

Students in either Botany or Zoology who desire to undertake original work will receive suitable direction. In addition to these opportunities there are courses of lectures on special topics and on subjects of general biological interest. Applications for appointment should state the character of the work to be done,—*i. e.*, whether botanical or zoological, whether general work, investigation under direction, or independent investigation,—and should be forwarded to Professor Ferguson or Associate Professor Robertson in time to reach Wellesley College before April first.

SCHOLARSHIPS AT THE ZOOLOGICAL STATION IN NAPLES.—Wellesley College is a subscriber to the support of the American Women's Table at the Zoological Station in Naples, and thus has a voice in the selection of the persons who make use of it. Such persons must be capable of independent investigation in Botany, Zoology, or Physiology. Appointments are made for a longer or shorter period, as seems in each case expedient. Applications for the use of the table may be made through the President of the College.

## B. FOR UNDERGRADUATES

The income of these scholarships is applied to the aid of meritorious undergraduate students whose personal means are insufficient for their maintenance in college.

THE WOOD MEMORIAL SCHOLARSHIP of \$5,000, founded in 1878, by Caroline A. Wood, in memory of her husband.

THE GROVER SCHOLARSHIP of \$5,000, founded in 1878, by William O. Grover.

THE WESTON SCHOLARSHIP of \$5,000, founded in 1878, by David M. Weston.

THE NORTHFIELD SEMINARY SCHOLARSHIP, founded in 1878.

THE PAULINE A. DURANT SCHOLARSHIP of \$6,000, founded in 1880, by Mr. and Mrs. Durant.

THE SWEATMAN SCHOLARSHIP of \$5,000, founded in 1880, by V. Clement Sweatman.

THE WALTER BAKER MEMORIAL SCHOLARSHIP, founded in 1880, by Eleanor J. W. Baker; raised to \$7,000 by will of Mrs. Baker in 1892.

THE ANNIE M. WOOD SCHOLARSHIP, founded in 1880, by Frank Wood.

Two FROST SCHOLARSHIPS, founded in 1880, by Rufus S. Frost, as follows:—

One of \$1,000, the income to be given annually to some member of the graduating class designated by the Faculty.

One of \$5,000, the income to be devoted annually to the aid of students.

THE UNION CHURCH SCHOLARSHIP of \$5,000 founded in 1880, by Mr. and Mrs. A. W. Stetson.

THE FLORENCE N. BROWN MEMORIAL SCHOLARSHIP of \$5,000, founded in 1880, by Mr. and Mrs. Samuel N. Brown, Jr.

THE AUGUSTUS R. CLARK MEMORIAL SCHOLARSHIP of \$5,000, founded in 1880, by Mr. and Mrs. A. N. Clark.

FOUR HARRIET FOWLE SCHOLARSHIPS, founded in 1881, by Henry Fowle Durant in memory of his mother.

THE DURANT MEMORIAL SCHOLARSHIP of \$5,000, founded in 1883, by the officers and students of Wellesley College, in honor of Henry F. Durant, the income to be appropriated annually to some student selected by the Faculty.

THE JANE TOPLIFF MEMORIAL SCHOLARSHIP of \$6,000, founded in 1883, by Mrs. William S. Houghton, in memory of her mother.

THE INCOME OF A FUND of \$25,000, known as the Stone Educational Fund, founded in 1884, by Valeria G. Stone.

THE JEANNIE L. WHITE SCHOLARSHIP of \$5,000, founded in 1886, by herself.

THE MR. AND MRS. SOLOMON F. SMITH MEMORIAL SCHOLARSHIP, founded in 1888, by George Smith, for the tuition of students from the town of Wellesley.

THE MARGARET McCLEUNG COWAN FUND of \$1,000, founded in 1888, by Rev. and Mrs. P. D. Cowan, in memory of their daughter.

THE EMMELAR SCHOLARSHIP of \$5,000, founded in 1889, by the class of '91, the income to be appropriated annually to some student selected by the Faculty.

THE SARAH J. HOUGHTON SCHOLARSHIP of \$6,000, founded in 1889, by William S. Houghton, in memory of his wife.

THE PROVISION OF E. A. GOODNOW, in 1885, through which the sum of \$250 is annually divided among five deserving students.

THE EDITH BAKER MEMORIAL SCHOLARSHIP of \$7,000, founded by bequest of Eleanor J. W. Baker in 1892.

THE JOSEPH N. FISKE MEMORIAL SCHOLARSHIP of \$8,000, founded in 1892, by Mrs. J. N. Fiske.

THE ABBIE A. COBURN MEMORIAL SCHOLARSHIP of \$2,000, founded in 1892.

THE ELIZA C. JEWETT SCHOLARSHIP of \$6,000, founded in 1894; the income to be appropriated to the daughter of a clergyman, or of a home or foreign missionary, selected by the Faculty of the College.

THE ADA L. HOWARD SCHOLARSHIP of \$6,000, founded in 1895.

THE HELEN DAY GOULD SCHOLARSHIP, founded in 1896, by Helen Miller Gould, in memory of her mother; raised to \$10,000 by Miss Gould in 1901.

THE GOODWIN SCHOLARSHIP of \$5,000, founded in 1897, by Hannah B. Goodwin.

THE HYDE SCHOLARSHIP of \$2,000, founded in 1898, by Sarah B. Hyde.

THE BILL SCHOLARSHIP of \$7,000, founded in 1898, by Charles Bill.

THE HOLBROOK SCHOLARSHIP of \$3,000, founded in 1898, by Sarah J. Holbrook.

THE (SECOND) HELEN DAY GOULD SCHOLARSHIP, founded in 1899, by Helen Miller Gould; raised to \$10,000 by Miss Gould in 1901.

- THE MARY ELIZABETH GERE SCHOLARSHIP of \$5,000, founded in 1899, by Mary Elizabeth Gere.
- THE ANN MORTON TOWLE MEMORIAL SCHOLARSHIP FUND of \$5,000, established in 1901, by bequest of George Francis Towle.
- THE DANA SCHOLARSHIP of \$5,000, founded in 1901, through the gift of Charles B. Dana.
- THE (THIRD) HELEN DAY GOULD SCHOLARSHIP of \$10,000, founded in 1901, by Helen Miller Gould.
- THE GEORGE WILLIAM TOWLE MEMORIAL SCHOLARSHIP FUND, founded in 1901, by bequest of George Francis Towle.
- THE ANNA PALEN SCHOLARSHIP of \$10,000, founded in 1902.
- THE ROLLINS SCHOLARSHIP of \$8,000, founded in 1903, by Augusta and Hannah H. Rollins, in memory of their parents.
- THE MEMORIAL SCHOLARSHIP of \$1,000, founded in 1904, by the class of 1889, in memory of classmates who have died.
- THE ELIZABETH S. FISKE SCHOLARSHIP of \$5,000, founded in 1904, by bequest of Miss Fiske.
- THE MAE McELWAIN RICE MEMORIAL SCHOLARSHIP of \$1,000, founded in 1905, by the class of 1902.
- THE SANBORN ALUMNÆ SCHOLARSHIP, yielding \$450 annually, founded in 1905, by Helen J. Sanborn of the class of 1884, for the benefit of daughters of Alumnae.
- THE JULIA BALL THAYER SCHOLARSHIP of \$2,000, founded in 1907, by bequest of Mrs. Julia B. Thayer, of Keene, N. H.
- THE ADAMS SCHOLARSHIP of \$2,000, founded in 1907, by bequest of Adoniram J. Adams, of Boston.
- THE RANSOM SCHOLARSHIP of \$1,000, founded in 1908, by bequest of Catherine Ayer Ransom.
- THE EMILY T. HIDDEN SCHOLARSHIP of \$2,000, founded in 1909, by bequest of Mary E. Hidden.
- THE ETHEL HOWLAND FOLGER WILLIAMS MEMORIAL SCHOLARSHIP, established in 1911 from the estate of the late Ethel Howland Folger (Williams) of the class of 1905, the income to be given to a sophomore at the

end of the first semester at the discretion of the head of the German department.

Another source of pecuniary aid is in the work of the Students' Aid Society. Small amounts are loaned to students without interest, in the expectation that whenever they are able, these students will repay the Society. Assistance is often given partly in gifts and partly in loans. The funds at the disposal of the Society are wholly insufficient to meet the wants of deserving applicants. Contributions of any amount will be gladly received, and should be sent to the Treasurer of the Students' Aid Society, Mrs. Pauline A. Durant, Wellesley, Mass.

All applications for assistance should be made by letter addressed to the Secretary of the Students' Aid Society, Wellesley, Mass., before the first of May preceding the college year for which the aid is needed. It should be noted that owing to inadequacy of funds, aid cannot be promised in advance to students who have not entered.

The Wellesley College Loan Fund, established in 1908 through the gift of alumnae and other friends of the College, and the McDonald-Ellis Loan Fund of \$500 established in 1908 by former students of the McDonald-Ellis School, of Washington, D. C., in memory of the late principals of the school, are valuable aids in this work for students.

In two cottages a reduction is allowed on payment for board, under certain conditions.

## LIBRARY

THE LIBRARY of the College, endowed by Eben Norton Horsford, now numbers 70,724 volumes, including the departmental and special libraries enumerated below. The General Library is open on week days from 8 A. M. to 9.30 P. M., and on Sundays from 2 to 6 P. M. Students have direct access to the shelves. The library is catalogued by author and subject entries, and the most recent and useful bibliographical aids are provided; special effort is made by the librarians to train students in methods of research.

The Library subscribes for six daily and three weekly papers and for two hundred and nine American and foreign periodicals. The list includes the most important representatives of the branches of instruction comprised in the college curriculum.

THE GERTRUDE MEMORIAL LIBRARY, established by Mr. A. A. Sweet, the MISSIONARY LIBRARY, and other collections in the General Library, furnish 5,166 volumes for Biblical study and religious reading.

THE LIBRARY OF AMERICAN LINGUISTICS, a special gift from Mr. Horsford, numbering 1,420 works, comprises the valuable collections of Major J. W. Powell and Mr. Horsford relating to North American Indian languages.

THE PLIMPTON LIBRARY, established by Mr. George A. Plimpton, in memory of his wife, Frances Pearsons Plimpton, of the class of 1884, comprises 885 volumes of early Italian literature, including both manuscripts and printed books of the fifteenth century.

THE MUSIC LIBRARY, in Billings Hall, includes a collection of manuscripts and musical scores, besides books on music.

The following collections are placed in the laboratories of the respective departments :—

Art Library, 2,304 volumes.

Library of Botany, 2,608 volumes.

Library of Physics and Astronomy, 2,957 volumes.

Library of Zoology and Physiology, 2,390 volumes.

Library of Chemistry, 1,529 volumes.

## HYGIENE AND PHYSICAL EDUCATION

The department occupies the new Mary Hemenway Hall on the western border of the college grounds. It is designed to meet the requirements of the course for the training of teachers of hygiene and physical education, and to provide practical instruction for the entire College. The equipment includes a large, well-lighted gymnasium with ample bathing facilities, administrative offices, class rooms, and laboratories for anatomy, physiology, hygiene, anthropometry, corrective gymnastics, and

research. Immediately adjoining Mary Hemenway Hall are tennis and archery courts, basket ball and hockey fields, with room for further expansion. Lake Waban furnishes facilities for rowing and skating, and there is also a golf course with a clubhouse. The equipment of the department is designed solely to aid in the application of modern principles of science to the maintenance and promotion of health.

### **THE FARNSWORTH ART BUILDING AND ART COLLECTIONS**

The Farnsworth Art Building, the gift of the late Isaac D. Farnsworth, was opened in September, 1889. Besides lecture rooms, galleries for collections, and studios for those engaged in drawing and painting, a special feature is the arrangement of laboratories and libraries, so that the books and art material relating to particular subjects and periods can be made immediately available to general students.

The Art Collection consists of a large number of photographs and other material, including the James Jackson Jarves collection of laces and vestments; the M. Day Kimball Memorial, consisting of original pieces of antique sculpture; a few examples of early Italian painting; a collection of Indian baskets, the gift of Mrs. Rufus S. Frost; various Egyptian antiquities obtained through the kindness of Mrs. John C. Whitin, including certain interesting papyri, and scarabs and seals from the collection of Dr. Chauncey Murch, the gift of Miss Helen Gould; a few paintings given by Mr. Edward M. Raymond; and the Stetson collection of modern paintings.

The collection of photographs and other reproductions numbers over eleven thousand.

### **EQUIPMENT IN MUSIC**

Music Hall and Billings Hall are large brick buildings, devoted entirely to the department of Music. Music Hall contains offices, studios, and practice rooms equipped with twenty-nine new pianos of standard makes; also a large room, containing a

two-manual pipe organ for the use of the organ pupils. Billings Hall, opened in 1904, contains the office of the Professor of Music, the library and class rooms for instruction in Musical Theory; also a concert room, seating four hundred and twenty-five people, and containing the Grover organ,—a large three-manual organ, rebuilt and modernized.

## LABORATORIES AND SCIENTIFIC COLLECTIONS

### ASTRONOMY

The Whitin Observatory is supplied with a twelve-inch refracting telescope with micrometer, spectroscope, and photometer attachments; a six-inch telescope, also with driving clock and micrometer; two transits, the larger a three-inch prismatic transit; two chronographs, two sidereal clocks and a Bond chronometer; a concave grating spectroscope, and a collection of minor instruments and photographs.

Meteorological instruments, including thermometer shelter, thermograph, barograph, anemometer, and anemoscope, are installed at the observatory.

### BOTANY

The department of Botany has the use of six modern laboratories well supplied with microscopes, electric stereopticon, and other modern apparatus and appliances. Apparatus for bacteriological work includes an autoclave, a hot-air sterilizer, and an incubator, while the embryological laboratory is equipped with a paraffin oven, and revolving, sliding, and freezing microtomes.

The illustrative collections comprise an herbarium of nearly nineteen thousand phanerogams and twenty-one thousand cryptogams recently increased by the lichen collection of over four thousand specimens of the late Prof. Clara E. Cummings; also a collection of woods, fruits, and economic vegetable products: three hundred charts by Henslow, Kny, Dodel, Tschirch, and others; a collection of Auzoux's botanical models; Brendel's

glass models of cryptogams; lantern slides and microscope mounts. A gift of seventeen hundred water color paintings of North American plants by the late Helen Frances Ayres has lately been received. In addition collections for a permanent museum now number more than five thousand specimens.

Classes have the use of a garden and plots of wild ground as well. Specimens are also supplied from a private greenhouse. The native flora about Wellesley is rich and easily accessible, furnishing a convenient field for both the taxonomist and ecologist. A small glass house is an aid to work in landscape gardening and in plant physiology. The library is well supplied with reference works and with current periodicals.

### CHEMISTRY

The department of Chemistry occupies a separate building, which contains two lecture rooms and the chemical library, in addition to the rooms fitted up for laboratory work. Separate rooms are provided for work in General and Organic Chemistry, Qualitative and Quantitative Analysis, Air and Water Analysis and Food Analysis. The building is conveniently arranged and well equipped with necessary apparatus and appliances.

### GEOLOGY AND GEOGRAPHY

The department of Geology and Geography has a large new and well-equipped lecture hall provided with a Leitz epidiascope for lantern slide, opaque and microscopic projection, with an attachment for polarized light; a new geography laboratory provided with desks three feet by five feet for each student for independent map and other laboratory work; and a geology laboratory equipped with appliances for blow-pipe analysis and petrographic study.

The Geology Museum contains a typical college collection of dynamical, structural and historical geology specimens,—a systematic collection of six thousand minerals arranged according to Dana, and a systematic collection of rocks. There are three collections arranged for class-room use,—one each in mineralogy,

petrology and palæontology. The department is fortunate in having received from Mrs. Henry Fowle Durant an unusually beautiful and very valuable collection of malachites and azurites from Bisbee, Ariz., and other minerals, which are displayed in specially designed cases.

The maps of the department include wall maps of different countries and sections of countries; many of the Coast and Geodetic Survey Charts; all the United States Geologic Folios, and over five thousand topographic maps of the United States Geologic Survey. Three thousand of these are arranged by groups to illustrate geographic types.

The department has four hundred lantern slides and in addition has the use of a very valuable collection of fourteen hundred lantern slides, including the rare collection of the late Prof. William H. Niles, which illustrate all phases of geology and geography.

### MATHEMATICS

The collection of mathematical models consists of a set of models of simple solids, surfaces of the second and higher orders, and circular sections of surfaces of the second order. They are executed in wood, thread, card, and plaster.

### PHYSICS

The department of Physics occupies a convenient lecture room, provided with arrangements for sunlight and lantern projection and adequate apparatus for illustrative experiments.

Laboratories for students are equipped with instruments adapted to a wide range of work. Rooms are especially fitted for photometry, photography, spectroscopic work, and electrical measurements. A workshop is provided with lathe and tools. Storage batteries and dynamos are connected with the laboratories.

### PSYCHOLOGY

The work of the laboratory is carried on in seven rooms (including a dark-room) with electrical connections. The equipment includes electric-motor color mixers, a campimeter, a Wheatstone stereoscope, the Hering simultaneous contrast apparatus, König tuning-forks, Quincke's tubes, Galton's piston whistle, Zwaardemaker's clinical and fluid-mantle olfactometers, with a large collection of smell material, aesthesiometers, a pressure balance, the apparatus of Münsterberg and of Titchener for the localization of sound, Jastrow's memory apparatus, the Spindel and Hoyer apparatus for memory experiments, a Hipp chronoscope with the Ebbinghaus control apparatus, vernier chronoscopes, a pneumograph, a plethysmograph, sphygmographs of different forms, a finger-dynamometer, an automato-graph, tambours, kymographs, electric motors, an electric tuning-fork, Lough's electrically actuated pendulum, Mälzel's mercury contact metronome, etc., besides apparatus for special investigations. Students have the use of models of the brain, eye, and ear.

### ZOOLOGY

There are four laboratories for the study of Zoology and Animal Physiology. Each is adequately equipped for its special purpose. A complete set of physiological apparatus from the Harvard Apparatus Company is provided for each student in the physiology course.

The Zoology Museum contains a typical collection of both vertebrates and invertebrates, and a considerable number of models by Ziegler, Blaschka, Auzoux and Deyrolle. There are also excellent collections of birds and of insects, and a small one of fishes prepared by Denton.

## NEEDS OF THE COLLEGE

Wellesley College, established by private benevolence, entered upon its work with a costly material equipment, but with no endowment in money.

The endowment of the library by Mr. E. N. Horsford, the later contributions of Mr. Rockefeller and others to general and special endowment, have greatly relieved the burden resting upon the College. Yet to-day the receipts from board and tuition fees form the main resource with which to meet running expenses and annual repairs, and to make those additions to apparatus and buildings which are demanded by the constant advance and expansion of college instruction throughout the country.

It must be evident that the past outlay has been amply justified by results. Notwithstanding the peculiar dependence of the College upon the number of students admitted and retained, its whole existence has been attended by a constant rise in the academic standard. From Wellesley have been graduated more than four thousand young women, who have carried the fruits of their college training into the schools and households of their country, and into benevolent work at home and abroad. It is believed that the College can with full confidence appeal to the public at large for further aid.

Among the urgent needs of the College are the following:—

1. Unrestricted funds for defraying general expenses.
2. The endowment of professorships.
3. A science building.
4. Halls of residence.
5. An endowment for infirmary.
6. Fellowships for graduate study.

**FORMS OF BEQUEST**

---

*I give and bequeath to Wellesley College, a corporation established by law, in the town of Wellesley, county of Norfolk, and Commonwealth of Massachusetts, the sum of \_\_\_\_\_ dollars, to be safely invested by it, and called the \_\_\_\_\_ Endowment Fund. The interest shall be applied to the payment of the salaries of teachers in Wellesley College, as the Trustees shall deem expedient.*

---

*I give and bequeath to Wellesley College, a corporation established by law, in the town of Wellesley, county of Norfolk, and Commonwealth of Massachusetts, the sum of \_\_\_\_\_ dollars, to be appropriated by the Trustees for the benefit of the College in such manner as they shall think will be most useful.*

---

*I give and bequeath to Wellesley College, a corporation established by law, in the town of Wellesley, county of Norfolk, and Commonwealth of Massachusetts, the sum of \_\_\_\_\_ dollars, to be safely invested by it, and called the \_\_\_\_\_ Scholarship Fund. The interest of this fund shall be applied to aid deserving students in Wellesley College.*

## DEGREES CONFERRED IN 1911 MASTER OF ARTS

THEL LEONA ANDEM (B.A., Wellesley College, 1910), *Education and French.*  
*Thesis: The Swan Song of Pestalozzi; Translation and Notes.*

LENNIE PHÆBE COPELAND (B.S., University of Maine, 1904), *Pure Mathematics and Astronomy.*

MARY WOOD DALEY (B.A., Wellesley College, 1908), *Astronomy and Applied Mathematics.*

MILDRED NUTTER FROST (B.A., Wellesley College, 1910), *History and Education.*  
*Thesis: Dom Antonio of Portugal and his Relations with Elizabeth, Queen of England.*

ERNESTINE WELLS FULLER (B.A., Wellesley College, 1908), *Physics and Astronomy.*

ADELAIDE HALEY (B.A., Wellesley College, 1909), *English Literature.*

*Thesis: A Study toward the Methods of Revision, Henry VI. Parts 2 and 3.*

RUTH CORNELIA INGERSOLL (A.B., Lake Erie College, 1906), *English Language and Literature.*

*Thesis: The Influence of Spenser upon the Earlier Poems of Keats.*

LOUISE ISABEL JENISON (B.A., Wellesley College, 1908), *Chemistry and Physics.*

*Thesis: A Study of the Action of Magnesium upon Certain Inorganic and Organic Solutions.*

RUTH WEIR RAEDER (B.A., Wellesley College, 1908), *Geology and Chemistry.*

*Thesis: A Study in Animal Distribution.*

GERTRUDE BRAMLETTE RICHARDS (A.B., Cape Girardeau College, 1909), *History.*

*Thesis: Daniel Gookin, Colonist, Legislator, Author, Statesman.*

FLORENCE RISLEY (B.A., Wellesley College, 1905), *English Language and Literature.*

*Thesis: Selected Biographies from the Atheneæ Oxonienses, Vol. I., of Anthony à Wood.*

MARY ROGERS (A.B., Indiana University, 1908), *English Language and Literature.*

*Thesis: An Anthology Illustrating the Progressive Treatment of the Sea and the Sky in English Poetry with an Introduction.*

LENA MILDRED SIBLEY (B.A., Dalhousie College, 1909), *English Language and Literature.*

*Thesis: An Edition of Ten Middle English Lyrics.*

SARAH JONES WOODWARD (B.A., Wellesley College, 1905), *Psychology and Philosophy.*

*Thesis: A Study in Memorizing Heterogeneous and Homogeneous Materials.*

## BACHELOR OF ARTS

MURIEL ABBOTT.

Laura Shirk Bausman.

KATHARINE ROGERS ADAMS.

Sarah Baxter.

NANETTE BRADFORD AIKEN.

Mary Orilla Beach.

ALICE PATCHIN AKE.

Florence Walker Beals.

RUBY MARSH ALLEN.

Helen Bess Beegle.

ETHEL LOUISE ANDERTON.

Mata Evelyn Bennett.

MADELINE LOUISE ANDREWS.

HeLEN Waterman Besse.

IRENE LUPTON AVERY.

Gladys Cone Best.

ELEANOR HATHORNE BAILEY.

HeLEN Leslie Blaisdell.

EFFIE KLINE BAKER.

Ann Leah Bleazby.

DOROTHY ARNO BALDWIN.

Bertha Blodget.

MARGUERITE HAMILTON BALDWIN.

Dora Watkins Bogue.

MARGUERITE BARTLETT.

Hertha Florence Bonning.

MARGUERITE POTTER BRICK.  
 BERTHA MILDRED BROOKS.  
 ANITA BROWN.  
 LOUISE WADSWORTH BROWN.  
 ADA MARIE BRUNER.  
 ESTHER GERTRUDE BRYANT.  
 MARGARET ELIZABETH BUBIER.  
 KATHERINE BUFFUM.  
 EDNA CRAWFORD BURRITT.  
 EMMA SOPHIA BUSS.  
 PATRICE MADELEINE BUTLER.  
 KATHERINE HAYES CAMILL.  
 JESSIE MILES CAMPBELL.  
 ANNE TAYLOR CASWELL.  
 MARY ROPES CATE.  
 MARIA ALICE CHAMBERLIN.  
 EUNICE CHANDLER.  
 MARY RODES CHRISTIE.  
 ANNIE LAWSON CLARK.  
 DOROTHY NOE CLARK.  
 ELIZABETH VEECH COAN.  
 GRACE HAZEL COCHRAN.  
 HELEN JOSEPHINE COFFIN.  
 VERA BECKLEY COLTON.  
 HARRIET DANA COMAN.  
 LILLIAN CONDIT.  
 FLORENCE EVANGELINE COPELAND.  
 EUPHEMIA GRAY COWAN.  
 HAZEL GERTRUDE COWAN.  
 THERESA LEIGHTON CRAM.  
 CORINNE LYLE CRANE.  
 WINIFRED BARROWS CRANE.  
 ALICE LOUISE CUMPSON.  
 LAURA KIRKMAN DALZELL.  
 DOROTHY DANFORTH.  
 ANNA DENKMANN DAVIS.  
 FLORENCE REED DAVIS.  
 HELENA FREDERICKA DENFELD.  
 JESSIE ELIOT DENNETT.  
 SUSAN EMMETT DICKSON.  
 MIRIAM DIETZ.  
 LULU BERTHA DILMAN.  
 ANNA LUCIA DOSCHER.  
 HARRIET MARGUERITE DRAFER.  
 FLORENCE DU BOIS.  
 GLADYS HELEN EARLE.  
 RUTH AGNES EDWARDS.  
 MARY COPE ELKINTON.  
 MIRIAM ELLIS.  
 CONSTANCE EUSTIS.  
 RUTH EVANS.  
 EULA GERTRUDE FERGUSON.

HARRIET FINCH.  
 EDNA IRENE FISSE.  
 MARGUERITE FITZGERALD.  
 HELEN DARLENE FORNEY.  
 DOROTHY FOSS.  
 ALICE ELIZABETH FOSTER.  
 MARION LATHROP FOX.  
 MARY SIMMONS FRANCIS.  
 ANNA ELEANOR FRANZEN.  
 GRACE ELEANOR FRAZER.  
 HELEN FRAZIER.  
 MILDRED LOUISE FRINK.  
 MARGARET AMES FULLER.  
 ANNETTE GANO.  
 HELEN GATES.  
 EMILY TARRELL GODING.  
 HELEN GOODWIN.  
 BEULAH PACE GRAY.  
 MILDRED ELEANOR GRAY.  
 RUTH ALEXANDER GRINNELL.  
 RIDIE JUSTICE GUION.  
 JEANNE MARIE GUYOT.  
 FLORENCE HAEUSSLER.  
 EDITH DODGE HALEY.  
 EDITH BASHFORD HALL.  
 RUTH BEAMAN HARPER.  
 PRISCILLA PARK HARRINGTON.  
 GRACE GALE HARTLEY.  
 FLORENCE O'NEIL HASTINGS.  
 RUTH ELLA HATCH.  
 BESSIE ROSA HAYS.  
 ETHEL GORDON HERSEY.  
 MARY LAWRENCE HEWETT.  
 DOROTHY WORTHINGTON HILL.  
 MARION SQUIRE HILL.  
 ETHELYN HOBBS.  
 MARY EDNA HORNING.  
 SARAH ERNESTINE HOWARD.  
 RUTH AMANDA HOWE.  
 ELIZABETH KATHERINE HUBBARD.  
 HAZEL HUNNEWELL.  
 CATHERINE HUNTER.  
 HAZEL VIRGINIA HUNTER.  
 EVELYN PEPPER INGALLS.  
 MILDRED JENKS.  
 ELSIE BRUCE JENNEY.  
 MARION FOSTER JEWETT.  
 LILLIAN IRENE KAHN.  
 MONA LAURENE KELLEY.  
 IMOGENE KELLY.  
 JULIA THOMPSON KERR.  
 MARIE BERNADINE KIELTY.

MARY ELIZABETH KILLEEN.  
 MILDRED JOHNSTON KNIGHT.  
 HAZEL LILLIAN KNOWLTON.  
 MARION ELIZABETH KNOWLTON.  
 EDITH LANSING KOON.  
 GENEVIEVE CORNELIUS KRAFT.  
 GERTRUDE EMMA KRANZ.  
 LUCILE IDA KROGER.  
 FLORENCE MAY KUNKEL.  
 MARGARET WINIFRED LANDES.  
 ALICE MARION LANG.  
 KATHARINE LOUISE LARRABEE.  
 MARY LAWRENCE.  
 CLARA CHASE LEACH.  
 BIANCA EUDORA LEGG.  
 VERA MILDRED LEGG.  
 FLORENCE JENNIE LEONARD.  
 NORMA LIEBERMAN.  
 GRACE LINCOLN.  
 MARITA OTIS LINCOLN.  
 ELIZABETH PANCOAST LONGAKER.  
 ELLEN DOUGLAS LONGANECKER.  
 MARGUERITE LORENZ.  
 RUTH ELLEN LOW.  
 ELLA LOUISE LOWNSBERY.  
 HELEN HOYT MACARTNEY.  
 MARY MARGARETTA McCARTNEY.  
 MADELEINE RHODA MCCORMACK.  
 NELL CAMPBELL MCCOY.  
 ALICE McGUFFEY.  
 ELLA HOYT MACKAY.  
 LOUISE MACMULLEN.  
 ALICE MADELEINE MARSHALL.  
 HARRIET MARSTON.  
 MARY MAYES MARTIN.  
 EMILY OTTILIE MILER.  
 ELIZABETH BRINKER MILLER.  
 LORRAINE VANDERGRIFT MILLIKEN.  
 DOROTHY MILLS.  
 MARJORIE MOORE.  
 MARY REBECCA MORRELL.  
 LEILA RADCLIFF MORRIS.  
 ALMA LOUISE MOSENFELDER.  
 RUTH MULLIGAN.  
 BELLE MEADS MURRAY.  
 MARTHA WEAVER MYERS.  
 CRISTINE MYRICK.  
 ELEANOR NAGLE.  
 MARGARET DUNLAP NEWTON.  
 ISABEL FAIRBANKS NOYES.  
 EDITH EDNA PARKER.  
 CHARLOTTE BROWN PARRISH.

KATHARINE STOCK PARSONS.  
 HELEN PAUL.  
 ALBERTA PELTZ.  
 ELLA LOUISE PENNELL.  
 MILDRED LEONA PETTIT.  
 LAVINIA BLANCHE PHILLIPS.  
 EVA ADALINE PIERCE.  
 CAROLYN EMMA PIKE.  
 OLIVE EWING PLACE.  
 GLADYS IDA PLATTEN.  
 GERTRUDE EUDELLE PORTER.  
 ALLENE POWER.  
 MIRIAM POWERS.  
 JOSEPHINE MARY PRICKETT.  
 PERSIS PURSELL.  
 HELEN HORMANN RADLEY.  
 MARIE RAHR.  
 MARY FRANCES RANKIN.  
 ANNIE EUGENIA RAWLS.  
 AUSTINA BRYANT RAYMOND.  
 NELLIE MAY REEDER.  
 MATILDA R. REMSEN.  
 LUCILE ARTER RHODES.  
 GRACE ELIZABETH RICE.  
 MARION NORMA RICE.  
 LAURA MAY ROAKE.  
 LOU ROBERTS.  
 ELIZABETH MACLAREN ROBINSON.  
 SOPHIE AGNES ROCHE.  
 BERTHA MAY ROYCE.  
 GERTRUDE ROGERS RUGG.  
 BERTHA MAY RYAN.  
 MIRIAM SAVAGE.  
 MARY WEBSTER SAWYER.  
 BERTHA AUGUSTA SCHEDLER.  
 CLARA SCHNEIDER.  
 HAZEL EDITH SCHOONMAKER.  
 META HEROLD SCHWAB.  
 MARGARET CAROL SCOTT.  
 MYRNA PAULINE SEDGWICK.  
 ANNA SENER.  
 MARY FRANCES SHAW.  
 KATHERINE LOUISE SHELDON.  
 HAZEL STELLA SHEPARD-ELMER.  
 SALLY IRVING SHERBURNE.  
 HELEN MARIE SIMS.  
 ANNA TAYLOR SKINNER.  
 HELEN SLAGE.  
 ALICE LE DOUX SMART.  
 ETHEL TRACY SMITH.  
 JEANNETTE COLE SMITH.  
 RACHEL PARKER SNOW.

SELINA EMILY SOMMERVILLE.  
FRANCES SPAULDING.  
EUNICE MAE SPEAR.  
MAY SPEER.  
RUTH FLOWER STAFFORD.  
MAUDE ETHEL STEARNS.  
MARY ESTHER STEWART.  
ANNA GERTRUDE STONE.  
DOROTHY STRAINE.  
HARRIET LOUISE STRYKER.  
GRACE ADELAIDE TAYLOR.  
KATHERINE PRYOR TERRY.  
NELLIE BATES THOMAS.  
MADALENE ABBOTT TILLSON.  
SARA FRANCES TUPPER.  
MARGARET EMMA ULBRICH.  
FLORENCE ELEANOR VLIET.  
MARGARET WALWORTH.  
ANNAH SCOTT WARD.  
MARGARET BRONSON WARNER.  
BERTHA MARJORIE WARREN.

MARY ELIZABETH WARREN.  
ALICE ANTOINETTE WATERMAN.  
MAIE ELIZABETH WATKINS.  
MARION PASTENE WATSON.  
JEAN WEBER.  
NINA HENRIETTE WEISS.  
MARY WELLES.  
GLADYS WELLINGTON.  
BERTHA WENDLER.  
EDITH RANDOLPH WEST.  
GLADYS ANTHONY WHITE.  
VIOLA CHITTENDEN WHITE.  
AGNES MARIE WHITTIER.  
KATHERINE URSULA WILLIAMS.  
HELEN WILSON.  
MILDRED MARSH WILSON.  
RUTH GREENLEAF WINCH.  
RUTH WORDEN.  
MARJORIE ELIZABETH WYATT.  
JEANNETTE WYCKOFF.

## HONOR SCHOLARSHIPS

Honor Scholarships (without stipend) have been established by the College for the purpose of giving recognition to a high degree of excellence in academic work. These honors fall into two classes: students in the first, or higher class, are termed Durant Scholars; students in the second class are termed Wellesley College Scholars.

These honors are awarded to seniors on the basis of two and one-half year's work, to juniors on the basis of one and one-half years' work. The standard in each case is absolute, not competitive.

### DURANT SCHOLARS

APPOINTED IN 1911

EDITH DELIA ALLYN, '12.  
MURIEL BACHELER, '12.  
BERTHA BLODGETT, '11.  
DOROTHY TAGGART BOWDEN, '12.  
LOUISE WADSWORTH BROWN, '11.  
SARAH PALMER CASWELL, '12.  
CHRISTINE CHAPMAN, '12.  
MARTHA CHARLES, '12.  
ANNIE LAWSON CLARK, '11.  
GLADYS EARLE, '11.  
HELEN GATES, '11.  
HELEN KNOWLTON GOSS, '12.  
KATHARINE GOWING, '12.  
CARRIE LOUISE HASTINGS, '12.  
RUTH ELLA HATCH, '11.  
EVELYN PEPPER INGALLS, '11.  
HAZEL LILLIAN KNOWLTON, '11.  
EFFIE GEORGINE KUHN, '12.  
RUTH ELLEN LOW, '11.  
ALICE MADELEINE MARSHALL, '11.

MARGUERITE MILNOR, '12.  
ALMA LOUISE MOSENFELDER, '11.  
RUTH MULLIGAN, '11.  
KATHARINE PARDEE, '12.  
MIRIAM POWERS, '11.  
MARIE RAHR, '11.  
BEATRICE BELLE RANNEY, '12.  
MATILDA R. REMSEN, '11.  
CATHERYN VEDALIA RILEY, '12.  
LUCY KATHERINE ROBERTS, '12.  
REA SCHIMPELER, '12.  
ANNA SENER, '11.  
MARY FRANCES SHAW, '11.  
JEANNETTE COLE SMITH, '11.  
FRANCES SPAULDING, '11.  
ETHEL VIRGINIA STOTT, '12.  
SARA FRANCES TUPPER, '11.  
FLORENCE WEBSTER, '12.  
GLADYS ANTHONY WHITE, '11.  
VIOLA CHITTENDEN WHITE, '11.

### WELLESLEY COLLEGE SCHOLARS

APPOINTED IN 1911

ELEANOR HATHORNE BAILEY, '11.  
ANNA LEAH BLEAZY, '11.  
AMANDA BRECKE, '12.  
BERTHA MILDRED BROOKS, '11.  
LYDIA CAROLINE BROWN, '12.  
ELIZABETH RUNKLE BRYANT, '12.  
MARGARET ELIZABETH BUBIER, '11.  
ANNE TAYLOR CASWELL, '11.  
ETHEL MAY CAUTION-DAVIS, '12.  
EUNICE CHANDLER, '11.  
LAURA KIRKMAN DALZELL, '11.  
JESSIE MAY DEHART, '12.  
LAURA ALMA DRAPER, '12.  
ALICE CAROLINE FORBES, '12.  
MARGARET FULLER, '11.  
OLGA HALSEY, '12.  
RUTH UPTON HENDERSON, '12.  
ELIZABETH KATHERINE HUBBARD, '11.  
GERTRUDE EMMA KRAZ, '11.  
LUCILE IDA KROGER, '11.  
GEORGINE EDITH KURTZ, '12.  
HELEN CLARISSA LAMPREY, '12.  
MARGARET WINIFRED LANDES, '11.  
MADELINE HOOKER LANE, '12.  
MARITA OTIS LINCOLN, '11.  
MARION STORY LOKER, '12.

ELIZABETH PANCOAST LONGAKER, '11.  
MARGERY MACKILLOP, '12.  
BERTHA MERRILL, '12.  
ALMIRA SMITH MORGAN, '12.  
KATHERINE MORTENSON, '12.  
ISABEL FAIRBANKS NOYES, '11.  
BESSIE OL德ERSHAW, '12.  
KATE STOER PARSONS, '11.  
MARGARET HAZEL PEARSON, '12.  
CATHRENE HUSTON PEEBLES, '12.  
HARRIET CAROLYN PERCY, '12.  
RUTH CLARK PERRY, '12.  
LILLIAN PUTNAM, '12.  
AGNES ROCKWELL, '12.  
MARY MIDDLETON ROGERS, '12.  
MARJORIE HOWE SAWYER, '12.  
MARY WEBSTER SAWYER, '11.  
HAZEL SCHOONMAKER, '11.  
GRACE FANNIE SLACK, '12.  
HELEN SLAGLE, '11.  
ETHEL TRACY SMITH, '11.  
DOROTHY STRAINE, '11.  
MARGARET BRONSON WARNER, '11.  
MARY WELLFS, '11.  
MARGARET WRIGHT, '12.

## SUMMARY OF STUDENTS

Resident candidates for the M.A. degree . . . . .		38	
Candidates for the B.A. degree:—			
Seniors . . . . .		277	
Juniors . . . . .		275	
Sophomores . . . . .		343	
Freshmen . . . . .		454	
		— 1,349	
Non-candidates for degrees . . . . .		46	
Total registration, November, 1911 . . . . .		1,433	
United States:—			
Alabama . . . . .	1	New Hampshire . . . . .	19
Arizona . . . . .	3	New Jersey . . . . .	90
Arkansas . . . . .	7	New Mexico . . . . .	2
California . . . . .	9	New York . . . . .	225
Colorado . . . . .	18	North Carolina . . . . .	3
Connecticut . . . . .	62	North Dakota . . . . .	1
Delaware . . . . .	3	Ohio . . . . .	54
District of Columbia . . . . .	12	Oregon . . . . .	2
Florida . . . . .	3	Pennsylvania . . . . .	155
Georgia . . . . .	2	Rhode Island . . . . .	24
Hawaii . . . . .	4	South Carolina . . . . .	2
Illinois . . . . .	54	South Dakota . . . . .	5
Indiana . . . . .	9	Tennessee . . . . .	9
Iowa . . . . .	20	Texas . . . . .	7
Kansas . . . . .	4	Utah . . . . .	1
Kentucky . . . . .	16	Vermont . . . . .	15
Louisiana . . . . .	3	Virginia . . . . .	2
Maine . . . . .	40	Washington . . . . .	14
Maryland . . . . .	3	West Virginia . . . . .	2
Massachusetts . . . . .	402	Wisconsin . . . . .	12
Michigan . . . . .	28	Wyoming . . . . .	1
Minnesota . . . . .	33	Canada . . . . .	2
Mississippi . . . . .	1	China . . . . .	3
Missouri . . . . .	26	India . . . . .	1
Montana . . . . .	2	Japan . . . . .	3
Nebraska . . . . .	10	Mexico . . . . .	1
Nevada . . . . .	1	Porto Rico . . . . .	1
		Russia . . . . .	1

## OFFICERS OF THE ALUMNÆ ASSOCIATION

MRS. SAMUEL H. WILLIAMS, <i>President,</i>	Glastonbury, Conn.
MISS BERTHA BAILEY, <i>Vice President,</i>	Lakeville, Conn.
MISS FLORENCE S. M. CROFUT, <i>Secretary,</i>	25 North Beacon St., Hartford, Conn.
MISS LILLIAN W. TREASURER,	Simsbury, Conn.
MRS. HARRY T. SMITH, <i>Director,</i>	5 Whitney St., Hartford, Conn.
MRS. MARY G. AHLERS, <i>Alumnae General Secretary,</i>	Wellesley College.

## LOCAL ASSOCIATIONS

BOSTON WELLESLEY COLLEGE CLUB, Miss Eleanor Piper, <i>Secretary</i> , 55 Langdon St., Cambridge, Mass.
BUFFALO WELLESLEY CLUB, Miss Katherine H. Schöpperle, <i>Secretary</i> , Lafayette High School, Buffalo, N. Y.
CHICAGO WELLESLEY CLUB, Mrs. J. Lee Wells, <i>Secretary</i> , 1545 E. 66th St., Chicago, Ill.
CLEVELAND WELLESLEY CLUB, Mrs. Robert M. Wadsworth, <i>Secretary</i> , 1871 E. 81st St., Cleveland, Ohio.
COLORADO WELLESLEY CLUB, Miss Elspeth M. Rattle, <i>Secretary</i> , 1421 Gilpin St., Denver, Col.
DETROIT WELLESLEY CLUB, Miss Grace E. Hatch, <i>Secretary</i> , 145 West Willis Ave., Detroit, Mich.
FITCHBURG WELLESLEY COLLEGE CLUB, Miss Harriet M. Silsby, <i>Secretary</i> , Hastings Hall, Fitchburg, Mass.
HARTFORD WELLESLEY CLUB, Miss Marjorie Merridith, <i>Secretary</i> , 297 Farmington Ave., Hartford, Conn.
KANSAS CITY WELLESLEY CLUB, Miss Elizabeth L. Sooy, 2905 Campbell St., Kansas City, Mo.
MINNEAPOLIS WELLESLEY CLUB, Mrs. H. Wood Palmer, <i>Secretary</i> , 3327 Elliot Ave., Minneapolis, Minn.
NEW HAVEN WELLESLEY CLUB, Mrs. Henry B. Wright, <i>Secretary</i> , 143 York St., New Haven, Conn.
NEW YORK WELLESLEY CLUB, Mrs. W. W. Pickard, <i>Secretary</i> , 53 Pineapple St., Brooklyn, N. Y.
PITTSBURG WELLESLEY CLUB, Miss Minnie S. Muirhead, <i>Secretary</i> , 6529 Dalzell Place, Pittsburg, Pa.
PORTLAND WELLESLEY CLUB (not fully organized), Address Mrs. Philip F. Chapman, 235 State St., Portland, Me.
ROCHESTER WELLESLEY CLUB, Miss Charlotte A. Faber, 61 Merriman St., Rochester, N. Y.
RHODE ISLAND WELLESLEY CLUB, Mrs. Charles Douglas Mercer, <i>Secretary</i> , University Ave., Providence, R. I.
SOUTHERN CALIFORNIA WELLESLEY CLUB, Mrs. C. E. Miller, <i>Secretary</i> , 2252 W. Washington St., Los Angeles, Cal.
SPRINGFIELD WELLESLEY CLUB, Miss Ruth M. Kenyon, <i>Secretary</i> , 259 Long Hill St., Springfield.
ST. LOUIS WELLESLEY CLUB, Miss Charlotte Gerhard, <i>Secretary</i> , 1824 Longfellow Boulevard, St. Louis, Mo.
ST. PAUL WELLESLEY CLUB, Mrs. C. M. Power, <i>Secretary</i> , 751 Goodrich Ave., St. Paul, Minn.
WASHINGTON WELLESLEY CLUB, Miss Lila Tayler, <i>Secretary</i> , 1340 21st St., Washington, D. C.
WELLESLEY CLUB OF PHILADELPHIA, Miss Elizabeth D. Hoffman, <i>Secretary</i> , 60th above Baltimore Ave., Philadelphia, Pa.
WELLESLEY CLUB OF SAN FRANCISCO, Miss Frances L. Hill, <i>Secretary</i> (1910-11), 2617 Le Conte Ave., Berkeley, Cal.
WISCONSIN WELLESLEY CLUB, Mrs. E. H. Gardner, <i>Secretary</i> , 1924 Kendall Ave., Madison, Wis.
WORCESTER WELLESLEY CLUB, Miss Ethel C. Howe, <i>Secretary</i> , 23 Olive Ave., Worcester, Mass.

# INDEX

---

ACADEMIC YEAR . . . . .	5	FARNSWORTH ART BUILDING . . . . .	151
ADMINISTRATION . . . . .	18	FEES . . . . .	141
ADMISSION:—		FELLOWS . . . . .	17
Requirements for . . . . .	23	FELLOWSHIPS . . . . .	143
To Advanced Standing . . . . .	51	FOUNDATION AND PURPOSE . . . . .	21
By Certificate . . . . .	49	FRENCH . . . . .	84
By Examination . . . . .	47	GEOLGY . . . . .	89
To Freshman Class . . . . .	23	GERMAN . . . . .	92
To Department of Music . . . . .	124	GOTHIC . . . . .	125
To Department of Physical Education . . . . .	106	GRADUATE INSTRUCTION . . . . .	139
Of Graduate Students . . . . .	52	GREEK . . . . .	95
Of Special Students . . . . .	53	GYMNASIUM . . . . .	150
ALUMNÆ ASSOCIATION, OFFICERS OF . . . . .	164	HARMONY AND MUSICAL THE- ORY . . . . .	120
AMERICAN SCHOOL OF CLASSICAL STUDIES IN ATHENS . . . . .	144	HEALTH PROVISIONS . . . . .	143
AMERICAN SCHOOL OF CLASSICAL STUDIES IN ROME . . . . .	144	HEBREW . . . . .	62
ANGLO-SAXON . . . . .	83	HISTORY . . . . .	100
ARCHEOLOGY . . . . .	54	HYGIENE . . . . .	106
ARCHITECTURE . . . . .	55, 56	ITALIAN . . . . .	111
ART . . . . .	55	LABORATORIES . . . . .	152
ART COLLECTIONS . . . . .	151	LATIN . . . . .	113
ASTRONOMY . . . . .	58	LIBRARIES . . . . .	149
BEQUEST, FORMS OF . . . . .	157	LOGIC . . . . .	126
BIBLICAL HISTORY, LITERATURE, AND INTERPRETATION . . . . .	60	MARINE BIOLOGICAL LABORA- TORY AT WOOD'S HOLL . . . . .	145
BILLINGS HALL . . . . .	151	MATHEMATICS, APPLIED . . . . .	110
BOARD . . . . .	140	MATHEMATICS, PURE . . . . .	117
BOTANY . . . . .	63	METEOROLOGY . . . . .	133
CALENDAR . . . . .	5	MINERALOGY . . . . .	90
CERTIFICATION, RIGHT OF . . . . .	49	MUSIC:—	
CERTIFICATES:—		Theory of . . . . .	120
For Admission . . . . .	50	Instrumental and Vocal . . . . .	124
For Advanced Standing . . . . .	51	Equipment in . . . . .	151
In Music . . . . .	124	MUSIC HALL . . . . .	151
For Special Students . . . . .	53	NEEDS OF COLLEGE . . . . .	156
CHEMISTRY . . . . .	66	OBSERVATORY . . . . .	152
CHRISTIAN ASSOCIATION . . . . .	22	PEDAGOGY . . . . .	72
COLLEGE ENTRANCE EXAMINA- TION BOARD . . . . .	47	PHILOLOGY . . . . .	125
COMMITTEES OF TRUSTEES:—		PHILOSOPHY . . . . .	126
Executive . . . . .	7	PHYSICS . . . . .	131
Finance . . . . .	7	PHYSICAL EDUCATION . . . . .	106
COMMITTEES OF FACULTY . . . . .	20	PHYSIOLOGY . . . . .	109, 135
CORRESPONDENCE . . . . .	2	POLITICAL SCIENCE . . . . .	102
COURSES OF INSTRUCTION . . . . .	54	PSYCHOLOGY . . . . .	127
DANTE PRIZE . . . . .	112	RESIDENCE . . . . .	142
DEGREES:—		SANSKRIT . . . . .	125
B.A., Requirements for . . . . .	137	SCHOLARSHIPS . . . . .	143
M.A., Requirements for . . . . .	139	With Stipend:—	
DEGREES CONFERRED IN 1911 . . . . .	155	For Graduates . . . . .	144
ECONOMICS . . . . .	68	For Undergraduates . . . . .	145
EDUCATION . . . . .	72	Without Stipend . . . . .	162
ELOCUTION . . . . .	74	SCIENTIFIC COLLECTIONS . . . . .	152
ENGLISH COMPOSITION . . . . .	81	SOCIOLOGY . . . . .	68
ENGLISH LANGUAGE . . . . .	83	SPANISH . . . . .	133
ENGLISH LITERATURE . . . . .	75	SPECIAL STUDENTS . . . . .	53
EXAMINATIONS:—		STUDIO LESSONS . . . . .	57, 58
College . . . . .	137	STUDENTS' AID SOCIETY . . . . .	149
Entrance . . . . .	47	SUMMARY OF STUDENTS . . . . .	163
EXPENSES . . . . .	140	TRUSTEES, BOARD OF . . . . .	6
FACULTY . . . . .	9	TUITION . . . . .	140









